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The Teachers College Journal seeks to present competent discussions of professional problems in education and toward this end restricts its contributing personnel to those of training and experience in the field. The Journal does not engage in re-publication practice, in belief that previously published material, however creditable, has already been made available to the professional public through its original publication.

Manuscripts concerned with controversial issues are welcomed, with the express understanding that all such issues are published without editorial bias or discrimination.

Articles are presented on the authority of their writers, and do not necessarily commit the Journal to points of views so expressed. At all times the Journal reserves the right to refuse publication if in the opinion of the Editorial Board an author has violated standards of professional ethics or journalistic presentation.

MARCH COVER

The March issue of The Teachers College Journal is devoted to the Laboratory School. The cover picture shows pupils from the Laboratory School enjoying facilities provided by the new play ground. Special thanks go to Dr. Lautenschlager, Principal, Dr. Ford, Assistant Principal, and the Laboratory School staff for the splendid cooperation which made this issue possible.

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The Role of the Laboratory School

We are glad for this opportunity of sharing with others some of the things going on in The Laboratary School of Indiana State Teachers College. Our building, which is about twenty years old, is located on the campus. About seven hundred and twenty-five students are enrolled from nursery school through twelfth grade. There are approximately forty-five staff members who have taught an average of seventeen years. Each staff member has at least a Master's Degree, six have completed the Doctor's Degree, and the average training of the staff members is two years of graduate work.

The staff of The Laboratory School has identified and accepted the following four broad functions of our school:

1. To provide the best instructional program, designed to meet the needs of the boys and girls attending The Laboratory School.

2. To assist in every way we can the teacher education program of our college, including such things as observations, participations, demonstration lessons, student teaching, etc.

3. To try out the findings of research, exemplify modern practices, carry on experiments and active research of our own, cooperate with research and publicize our work.

4. To provide ways and means for meeting the physical, emotional, intellectual, psychological and social needs of our pupils, staff, parents and all with whom we work.

It was felt to be desirable that all members of the faculty should have an opportunity to participate actively in the planning and operation of our school. It seemed that this could best be done by dividing the faculty into four groups or councils with each group assuming the responsibilities implied in the four functions of our school. Each faculty member designated the council on which he wished to serve, and for the most part, each faculty member served on the council of his first choice.

A fifth council, called the Coordinating Council, consists of four staff members elected by the faculty, two members being chosen from the elementary staff and two from the secondary staff. These four elected staff members, plus the Assistant Principal and the Principal, formed the Coordinating Council whose primary function is to coordinate the efforts of the other four councils.

The four councils were identified by name as follows:

1. Council On Curriculum Development and Instructional Practices.
2. Council On Professional Laboratory Experiences.
3. Council On Research, Projects And Activities.
4. Council On Personnel Relations and Personnel Welfare.

Since the middle of last year, we have been dismissing thirty minutes early one day each week and councils, or other faculty groups, have met regularly on this day from three o'clock to four thirty.

In this issue of **The Teachers College Journal,** the chairman of three of the councils have described in some detail the functioning of their respective councils. These accounts will serve to illustrate, in a general way, how all the councils have functioned.

One of the changes growing out of the work of the Coordinating Council has been the changing of our program from a fifty-five minute period meeting five days a week to a seventy minute program meeting four days a week. This change has been well accepted by both students and teachers.

Two fifth grade classes spent a week at Camp Riley in Bradford Woods near Martinsville, Indiana this fall. This was the first camping experience sponsored by The Laboratory School, and was regarded by all those who participated in it as being very successful and an extremely valuable experience.

The Safety Patrol Organization of The Laboratory School has been very effectively organized and supervised during the past several years. The patrol group won the award in 1955 for being the best patrol group in the city.

Much attention has been given to identifying and using better techniques for reporting to parents. On two different occasions school has been dismissed early and the entire staff has visited in the homes of the students of the Laboratory School. By careful planning, almost every home was visited by at least one teacher. Also, a new report card was designed and is being tried out in our primary grades.

A new high fidelity record player has been added to our school library and the music teacher and the librarian have been experimenting with correlating the reading of books and the listening to music. In addition to articles concerned with the items mentioned above, this issue of The Teachers College Journal presents several articles by elementary staff members around the topics of music, improving human relations, and activities carried on in the rooms.

Also, some of the secondary staff members have presented various aspects of our industrial arts program, physical education activities and science program.

At the present time an effort is being made to improve the Junior High Program, extend the School Camping Program, and modify or improve each area of instruction so as to meet better the needs of the boys and girls attending The Laboratory School.

The Laboratory School is always most willing to share with others any ideas or programs that might seem good to other school people. If any of these articles arouse your interest or raise questions in your mind, please feel free to contact us for clarification or further information.

Harley Lautenschlager

Principle, Laboratory School

"The Diagonal Meets at 2:20 Today"

EDMUND FORD
Assistant Principal, Laboratory School, I.S.T.C.

Just over a year ago the second semester was opening at The Laboratory School for the year 1955-56. In the Nursery, Kindergarten and the six elementary levels it was much like any other Monday morning, but for the students and their teachers in grades 7-12 it was an unusual day opening an interesting first week of an educational experiment for us.

A New Routine

At 8:00 on that Monday morning Jackie Petty, a junior, met Miss Temple's Shorthand II section, greeted her classmates as usual, and it was much like the opening of any other new term **until** 8:55 when class did **not** end. Instead, the dictation continued until 9:10 — Miss Temple had previously outlined plans for the **three** remaining class periods of the first week — then Jackie went on to Dr. Schottenhamel's U. S. History class in Room 208 which began at 9:15. Again, her class remained in session for **70 minutes,** and at 10:30 Jackie went on to her mid-morning homeroom, which was also a new feature of the program.

At 10:45 Jackie and her friends were back in class — Driver Education for Jackie at this hour every day **except** Wednesday — and at 11:55 classes were dismissed for lunch **exactly** as they had always been. This was a surprise!

A new starting time for afternoon classes had been agreed on by the faculty, so Jackie reported for English VI at 1:05, and before class was dismissed at 2:15 Miss Wilson had reminded them; "Now, remember please, our class does not meet tomorrow, so I'll see you next at 1:05 Wednesday."

Jackie hastily checked her individual schedule of classes prepared by the office the week before and then reported to Mrs. Bolt for Speech at 2:20. Seventy minutes later the class was ended, and she was somewhat amazed to find her school day finished at 3:30, the same time as in the past. Mrs. Bolt had called the attention of the class to the fact that Speech was meeting during a time to be known as "The Diagonal Period" and that their meeting time would be different for each of the four days it met. Tomorrow they would meet at 1:05 — a regularly scheduled group of classes would meet at 2:20 for the first time then — and by Friday Speech would be meeting at 8:00 in the morning!

Jackie was not nearly as confused by this new schedule at the end of the first day as is the reader learning of this plan for the first time. By the end of the first week all students in the junior and senior high divisions were moving through each day's different schedule with ease and familarity, and within a month the students viewed the schedule as quite routine and having a definite pattern. Admittedly, a teacher or administrator might occasionally report to the right room at the wrong time (before scurrying to check a schedule), but the orientation to this new schedule for all students in the days before it went into effect had paid dividends.

THe "70-Minute Program"

Reduced to its most simple justification, the new "70-Minute Program", as it has become known, was established to offer an enriched educational experience for our students. After studying the results of such a program in operation for two school semesters, our staff feels that our students are achieving what the program was established to offer, and insofar as a schedule can make possible improved instruction and learning, this plan is superior to the "55-Minute Schedule" still in operation in most secondary schools. The students themselves seem overwhelmingly in favor of it.

Here is the formula: Nearly all students in grades 7-12 are enrolled in six courses for the six periods; they meet five different classes daily; and each class meets four days each week. On block of classes forms "The Diagonal Period" (see the accompanying schedule for our current program, modified since last year) and is so-named because on the printed page it moves diagonally from the upper right corner at 2:20 Monday to the lower left corner at 8:00 Friday. It does not meet at 10:45 Wednesday (nor does any class) and all students meet their chosen clubs and special activities at that time.

The plan allows for much flexibility. This arrangement of "The Diagonal Period" was simply our choice, and it could be easily arranged differently to facilitate the scheduling of activities in another school. It does not have to meet at 2:20 on Monday, but it probably should meet at either that hour or 8:00 and then move diagonally downward from upper right or upper left.

By plotting the schedule for one full school week of five days you will have 24 blocks of classes to meet in 25 blocks of time. The remaining block can then be used for whatever arrangement of activities might be chosen and scheduled at whatever hour and day most appropriate, but must be one of the five "Diagonal Periods".

Does a student meet a given class during a week for more time or less time under this arrangement? Arithmetically, the answer is simply reached: Each class meets for 280 minutes under this plan as opposed to 275 minutes for the class meeting 55 minutes five days a week. Psychologically, it varies according to the individual. Students and teachers alike have expressed sincere and widely varying opinions. To many it seems essentially the same, as indeed it is by the clock; a few feel they spend much longer in a particular class; while to others the time spent seems much less.

The Advantages

"What can we possibly do about study halls?" has been the lament of many educators in recent years. Well, the "70-Minute Program" has no "study halls", so that **one** particular age-old educational thorn is simply removed.

THE LABORATORY SCHOOL
Indiana State Teachers College

Schedule of Classes 2nd Semester 1956-57

	8:00—9:10	9:15—10:25	10:30 10:40	10:45—11:55	1:05—2:15	DIAGONAL 2:20 Monday
MONDAY	English 7^1 Soc Stud 7^2 Science 8^1 Math 8^2 Gen Bus 9 English 9 Gen Shop 9 Band 7-12 Chorus 10-12 P E 10-12 Chemistry Shth IV	Math 7^1 English 7^2 Soc Stud 8^1 Science 8^2 English 9 Biology 9 Driv Ed English VI Homemaking VIII Homemaking I Pl Geometry Health & Saf U S History Typing II	Room Home	Soc Stud 7^1 Math 7^2 Math 7^1 English 8^2 P E 9 Cler Practice Driv Ed Homemaking I Homemaking III Homemaking VII Wood Shop Physics World History	Homemaking 7^1 M W Shop 7^1 M W Science 7^1 TH F Science 7^2 M W Homemaking 7^2 TH F Shop 7^2 TH F English 8^1 Soc Stud 8^2 Music 9 Vocations 9 Prac. Arts 9 Latin IV Solid Geometry Dramatics English IV Shth II Art II	P E 7 M T Music 7 Th F Art 8 M T P E 8 Th F Gen Math 9 Algebra 9 Bus Arith 9 Civics Economics Metal Shop Speech Homemaking VI Typing II **DIAGONAL**
TUESDAY			Home Room		**1:05 Tuesday** **DIAGONAL**	**2:20—3:30** Art 7 Homemaking 8 Shop 8 Latin 9 Bus Arith 9 Biology 9 English IV English VI English VIII Md Nations U S History
WED			Home Room	**ACTIVITY PERIOD**		
THURS		**9:15 Thursday** **DIAGONAL**	Home Room			
FRI	**8:00 Friday** **DIAGONAL**	9:05 10:05	10:10 10:40 **CONVO**			

But our gain is much more than simply the removal of a questionable practice each hour of each school day in the traditional set-up. Immediately, we freed six teachers for additional courses which we added to our curriculum — six teachers who formerly "rode herd," as one educator has said, on six "study halls" containing students of all grade levels, the majority of whom they did not even have in class.

The students would certainly benefit from enriched experiences in added courses rather than spending an hour or two in "halls" where true study was nearly impossible even for the few who had the desire for such endeavor.

The teachers, of course, were encouraged from the time of the first discussions of the plan to use a part of the 70 minutes in each class for supervised study under their personal direction. Historically, such study was a motivating factor in moving from 40-minute classes to 55-minute classes in many schools a few years ago. Supervised study by a student with the appropriate teacher's guidance is a theory of learning seldom challenged seriously. However, many teachers have apparently felt in the past that they could not find time for it. Meeting a class for seventy minutes should challenge most teachers in this respect. A variety of classroom activities would become absolutely essential in order to hold the interest of typical adolescents. The actual time spent in supervised study would depend upon the nature of the subject and the individual techniques of the teacher, but in all classes where study of written materials is essential to learning, the use of supervised study would be increased.

As for that much-debated area, "homework," the "70-Minute Program" would not necessarily affect it one way or the other. There would be neither more nor less "homework" within our program. That phase of a teacher's planning would continue to be based upon his philosophy of education unaffected by the particular time schedule in which his classes were meeting.

Underlying our entire program was the thesis that every student in our school should make the best possible use of his time every moment of the day. This, we felt, could be accomplished more effectively within our new program where each student was engaged in a sound study or activity each hour in our school under the direction of a teacher to guide his learning in each particular area.

Exact details of scheduling programs for every student are too complex to explain here briefly. In general, a full Schedule can be arranged with relative ease as for all students in grade 7-10. All students in grades 7 and 8 have a full program with experiences in as many as eight areas of learning. Physical education, band and chorus meet as full-time courses under our arrangement for the secondary division, and a typcial student in grade 9 would be in P. E., chorus and four of the usual "solid" courses. For all ninth graders not in chorus a required course in vocations was established. For the tenth graders not in chorus an additional course in one of several areas can be scheduled. Speech, art and driver's education would be examples.

Cautions

Our enrollment in grades 10-12 is 130, making us equivalent in size with the typical and predominant secondary school in Indiana and the nation. Therefore, with size as a limiting factor we were faced with the additional problem of adding worthwhile courses to our curriculum for students in grades 11 and 12. Keeping in mind that our goal was enrichment, not acceleration toward graduation, we have worked carefully to provide each student with a well-rounded program. Therefore, the program of each student must be prepared individually, requiring time and careful counseling. A few gifted students would be permitted six "solid" courses, and such a student made the finest record in school during the past semester. The more typical program for these students, however, includes five "solids" and either chorus or additional P.E.

Even more predominant in our program is the assignment of students in grades 11 and 12 to teachers for certain hours on a regular basis. Since the students' choices of courses is given priority, we do not know what students are available for special assignments until pre-registration is completed. A list of students not assigned to courses at the various class hours is then compiled and submitted to the teachers who select students to work under their direction at certain hours. This seems particularly effective for the officers of different activities, girls seeking clerical experiences and other students wishing extra experience in certain learning areas.

Since we have no work experience program as yet, we release certain seniors who have outside jobs, can arrange their schedules, and need the extra time for their employment.

We do not anticipate that the question of credit will be a major problem, but we have been asked about it. As with any other schedule a student would be assisted to complete high school in less than the average time if circumstances in an individual case were such as to make it desirable, but we have no problem to date with students seeking to complete their schooling ahead of their class.

It is true that most of our seniors graduating this spring will have a total of 35-40 credits as opposed to 32-35 credits for seniors in other schools. One young man will have 42 credits, but we are not so concerned with his credits as with the rich educative experience made available to him.

There are nearly always problems of scheduling for the student transferring from one school to another in mid-year, and perhaps they become more acute for students entering or leaving our program. Any such student will face certain handicaps throughout our nation of school systems, and we have the advantage of flexibility in taking care of those who come to us. We can only hope others will do the same for those who transfer out of our district.

Since the program has proved successful for us, we would be happy to

work closely with the officials of any other school district who see merit in the plan and are eager to make improvements in their present program.

In the last analysis the primary purpose of all of us in the profession of education is to improve the quality of instruction for our youth. The "70-Minute Program" will not automatically produce this effect, but there seems a wealth of evidence to indicate that there is a great deal of merit in using this program as an initial step or method in bringing about the improvement of instruction.

Room To Spare

MARVIN BELL, Assistant Professor of Science, Laboratory School
MARJORIE CAUSEY, Assistant Professor, Elementary Education
ELMER CIANCONE, Assistant Professor, Industrial Education
VIRGINIA MITCHELL, Instructor, Elementary Education
CHARLES SYESTER, Assistant Professor of Elementary Education

At a time when magazines and newspapers are carrying so many articles about the critical classroom shortage existing in our American schools, it might be refreshing to read of one school situation in which there is "room to spare." This is a story of space and of the 47 cadets who tried to conquer that space in early November, 1956.

But our story does not start there. After school on Friday, October 5, Dr. Lautenschlager, Laboratory School principal, called the two fifth-grade teachers to his office and asked if they might be interested in spending a day of the following week visiting a school camping program at Bradford Woods, near Martinsville, Indiana. Because of one teacher's previous affiliation with a successful school camping program in Texas and the other's interest in seeing such a program in operation, it took very little time for the two to accept the invitation which had been extended by the Indianapolis Public Schools. They were to be in their third and final week of camping at the time of the visit.

Needless to say, the day was most exciting and the two teachers returned to Terre Haute with high hope that the Laboratory School could include camping in its future curriculum planning. Little did either suspect that in less than four weeks, this hope would be a reality, nor did either suspect that she had spent her last restful day (or night) until November 9. Hopes do not materialize without help and this one needed more than most. A complete account of the generosities which went into making this first camping experience possible would fill pages, and would read as if it were a fairy tale.

The first step was taken by calling a meeting of parents of fifth graders. A large per cent of the parents attended this meeting and were enthusiastic in their reception of a proposal to make campers of their children during the first week of November. Many offers were made that night for various kinds of help and full support of the program was promised. Some volunteered to go along to help with the cooking; some volunteered to have a bake sale to raise funds for children who needed financial aid; some volunteered to house someone else's children so the mother could be free to assist. Not only were all of these offers made, they were all carried out and many more were added to the list as the planning period progressed.

The days before the actual departure for camp were spent in organization. Such general issues as the types of activities to be pursued and such specific issues as how many slices of bread would be needed had to be decided. There were problems of personnel, transportation, scheduling, menu-making, procuring supplies and necessary equipment, and many others, including the alternate plan to be used if the weather made outdoor activities impossible. It is a pleasure to report that the alternate plan did not have to function.

November 6, the day of departure, finally arrived and with it came sufficient rain to dampen everything but the spirits of the campers. The camp caravan, consisting of one school bus and five private cars, left in the rain as many of the parents who came to say goodbye waved one hand at the children and used the other hand to wipe the "rain" from their eyes. Many of these children had never been away from their mothers overnight and the lesson in growing up was both childhood and adult education. The only pair of damp eyes at camp dried before the afternoon activity began on the first day — and **sparkled** the rest of the time.

Camp Riley, Bradford Woods, is in Morgan County, six miles from Martinsville, Indiana. The entire Bradford Woods area comprises somewhat more than 2500 acres and offers excellent opportunity for the study of plant life, conservation, erosion, stream exploration, identification of leaves, trees, and rocks, and the interrelationships of nature. It is also possible to dig clay, visit sand pits and pan for gold in a stream where gold has actually been found.

The physical facilities used were three heated cabins, an infirmary which served as a fourth cabin, a shower house (used by the boys who occupied the infirmary) and a mess hall which doubles as a recreation hall. In the basement of the mess hall is located a craft room large enough for twenty-five or thirty children. While the values of the outdoor experiences come to mind first when camping is mentioned, it would be an incomplete picture to overlook the indoor phases of such a program.

Cabin Experiences

The students were divided into cabin groups and assigned a cabin number before they left school for camp. This division was made on the basis of sex, ability to cooperate, school homeroom, physical handicaps, and mental ability. After arriving the students were told which numbered cabin was theirs. This facilitated getting them settled in a new

home for four days, very quickly with a minimum of confusion.

Living twenty-four hours a day with fellow students was a happy experience for the boys and girls. There were two cabins of girls and two cabins of boys. Each cabin elected a cabin leader, whose duty it was to see that early morning cleaning groups completed their jobs. Every individual had a special job of cleaning community living quarters such as bathroom, halls, council room, porch and walks as well as keeping his own bunk and locker neat. Each day the duties were rotated so that everyone had a chance to do the less-wanted tasks. For some of these students it was the first time that house cleaning responsibilities had ever been given to them. Since all participated in these activities no one complained. A great amount of pride was built in the group to see which cabin would be the cleanest each morning.

Inspection was carried out by the teacher-counselors two mornings and by the students the last morning. By the last day the campers were getting very careful as they swept, dusted, cleaned windows, and mopped the floors.

The students came into the cabin after the morning activity and washed for lunch. After lunch an hour was spent taking a siesta. Although some of the campers resented this nap it seemed to pay dividends in that tensions were lessened and there were no serious quarrels between the students.

Cleanliness was a must. Therefore, following the afternoon activities everyone retired to his cabin to shower. Clean clothes were put on in preparation for the evening of fun following the dinner meal.

About a half hour was spent before dinner recording the day's events in a diary. A record was kept by each camper of the interesting observations that had been made that day. Most important were the reports of hikes and the information gathered about plants, animals, insects, soil, weather, and the hand craft activities. Of course the fun periods of the campfire program and the evening square dance were points to be remembered. This information was used in the classroom at school to recall information that fitted in with the science, language arts, social studies, and art programs.

At the close of the day there was a short relaxing period before lights out. Each cabin group spent this time in its own way. For example, one cabin originated Indian ceremonies to initiate the cabin unity which paid off in joyful living relationships.

Hiking

The boys and girls learned that "working together" is not limited to human endeavor, and that it is, after all, a rather natural thing. The polkberry plant growing out of the top of a broken tree high off the ground could not have existed there without the help of an animal or a bird to carry its seeds.

The basic objectives of the nature study were, first of all, that the understandings should come as a result of first-hand observation and experience. The concepts of the interrelations and interdependence between all living things and their environment; adaptions to environment; and the concept of the "altogetherness of life" were stressed throughout the hikes. Many illustrations of these presented themselves to the hikers.

The rotting log had, during its life, received its materials for growth from the soil -- now it was returning to the soil. And in the process it was furnishing a home for many insects, worms, and fungus plants. This showed also the importance of the soil, as did the bare hillside that was eroding into gullies. The children saw immediately that trees and other vegetation could prevent the loss of this soil. The relations between soil and plants and animals were stressed by observing that a squirrel eats nuts, nuts grow on trees, trees grow from the soil that has been enriched by the waste from animals, as well as by their decayed bodies.

An endeavor was made to insist that the children use all their senses for their observations. At one place everyone stopped and was very quiet -- just to listen for sounds. The only sounds to be heard in a large forest in early November were a flicker far off among the trees, a junco who had just come from far off Canada to spend the winter with us, and a little whisper of a breeze high in the trees.

The pinched leaves of the mint smelled pleasant, while those of the jimson weed and the pigweed smelled offensive. The taste of the sassafras was new to most of the children and of the spicebush to all of them. The bark of the blue beech with its "muscles" felt quite different from that of the oak and shagbark hickory. Observing and

Campers Explore a Stream

interpreting sights, odors, sounds, tastes, and the "feel" of new objects were worthwhile experiences.

The presence of horestails or "scouring rushs" (Equisetum) linked the present with the past, for here was something that our ancestors used for scouring pots and pans before the day of scouring powders. Also, these were the descendants of some of the ancient swamp dwellers, that today we take from the mine and call coal.

The gathering of these rushes, leaves, clay, and rocks to use in indoor craftwork helped to emphasize our use of forest and other natural products in our homes and communities. There were trees for lumber, food, dyes and chemicals; clay for pottery, title, and brick, and stones for buildings, roads, and jewelry.

That weather and climate play an important part in the life of man as well as in the life of plants and animals, was discovered through the observation of the evidence of storms and floods, such as flood debris in the lowlands, trees uprooted by wind and stream bank erosion. The weather, soil, plants, and animals are tied in very closely with man's welfare.

Adaptations to environment were emphasized in many situations. There were the lowland habitats with willows, sycamores, jewelweed, and nettle, upland hickory, beech, and oak; dry sandy wastes with a scrub willow, briers, and a wild bean vine; swamp-like places with mint, Equisetum, and cress. Meadow, hillside, valley, roadside, pasture and barn lot—all showed different ways of life, hence different vegetation—plants best adapted to the varying conditions.

An attempt was made on the part of the leaders to lead the pupils to the discovery of experiences that would provide them with understandings of how every plant, how every animal, the soil, the weather, the people, were all interrelated in their effects upon each other, how there is a vital interdependence between all living things, and how livings things, can adapt themselves: In a word, emphasis was placed on building an understanding that there is an altogetherness to life that is not ignored by nature and must not be ignored by man.

Crafts

When the craft program was in its planning stages, first consideration had to be given to the natural materials that could be collected by the children. After this was appraised, the development of this manipulative learning experience was formulated.

On their hiking excursions, the children collected such articles as: clay, various rocks, leaves, grass, twigs, and acorns.

When the clay was brought in, the children cleaned it, kneaded it, and worked it into the form of their choice. Many preferred bowls, others chose ash trays, figurines, and dishes. When the projects were formed they were air dryed and painted with water colors.

The rock collections were designed to teach the child to identify and catagorize them. With this in mind, they were allowed to mount them on roster board and letter in the name of each. Also, by attaching one or stringing several of the more colorful rocks with number 24 copper wire, rings and bracelets were made.

To help the children depict and retain the nature scenes, the leaves, twigs and grass were arranged first on manila paper. After inspiring them to create actual camp scenes, the materials were secured to the paper with household cement. The leaves were also mounted on manila paper for identification and then spray painted.

Evening Activities

Creative Expressison was not limited to the craft program. Without creativity, the evening would have been far less enjoyable. Each day was enriched by activities after the evening meal. A graduate assistant of the college helped in the planning of campfire experiences. Each social group of campers presented skits, stunts, and stories on different nights. Originality and variety brought much enthusiasm from the audience at every performance.

After the campfire, the day's activities were completed with square dancing. The large mess hall was an ideal place for the dance. After a day's hiking there was just enough energy left for enjoying this recreation. Every child returned to his cabin ready for a night's rest. The Counselors wondered if there might not be a close relation between the exhaustion after the dance and the absolute lack of homesickness.

Culminating Experiences

Camping experiences never end with the week of camp. Classroom activities for many weeks are outgrowths of camp life. Our campers became acquainted with soil, plants, animals, water, and

(Con't. Page 92)

First-hand Contacts with the Wonders of Nature

The Laboratory School Safety Patrol Organization and Activities

VIRGINIA L. MITCHELL
Instructor, Elementary Education
MYRTLE E. SMITH
Instructor, Elementary Education
CHARLES E. SYESTER
Assistant Professor of Elementary Education

An awareness and consciousness of safety practices and knowledge of basic concepts of safety implements are known to boys and girls before any formal school experiences. At the kindergarten level these experiences are furthered through conversation, songs, and posters and direct contacts with the safety patrol organization. Reference to this phase of safety experiences will be discussed in detail in another section of this paper.

Teachers at the primary level continue and enlarge these safety experiences previously mentiond. A significant contribution toward these experiences is made through the Safety Patrol Organization and activities at it operates in the Laboratory School. This report describes our Safety Patrol Organization.

Audio-Visual interpretation through demonstrations, dramatics, and illustrative materials have long been recognized as aids to learning. Thus, committees from the Safety Patrol groups have on occasion prepared interesting talks with appropriate demonstrations. Each committee has selected a chairman who serves in a dual capacity. First as a leader in coordinating the various information to be presented. He also has helped members of the group to assume the role desired in the presentation. Secondly, the chairman makes the appointment with the teacher in whose room the committee is to impact safety knowledge. At the appointed time the chairman serves as the individual who introduces the various committee members and the program. The identification of the safety patrol symbol (the white belt), the sign language expressed by the patrol guards, and interpretation of the safety zones is made highly significant. It has been found demonstrations are more effective than either words or symbols in themselves. Therefore, we have also utilized demonstrations extensively. Specifically, the safety zones are indicated by two rows of white crepe paper. Patrols then assume roles using the sign language and specific positions used at street crossings. Verbal interpretation of these signs and symbols have significant meaning through this demonstration.

We have discovered that children basically are interested in planning for care of the building. Being introduced to wearing the safety belt with pride, proper care of belt (this includes proper folding and cleanliness of belts), and promptness to muster for duty are more easily mastered with peer group relationships. Therefore, we have begun this developmental program at the Fourth Year Level. The specific responsibility is to gather any stray paper on the floors and stairs, bathrooms, playground, and lawn areas. Even though Safety Patrol membership is on a voluntary basis, we have nine-tenths of the group desirous of membership. In this fashion a beginning of the Safety Patrol motto "Being of Service" is effected.

A developmental program of citizenship based on the ideals of service to others provides a meaningful background for an active corner patrol organization to follow.

On the day preceeding the opening of school the patrol is reorganized and assignments to corners are made. On the first day of school patrols are on the corners watching for the safety of the students. Patrols control the students on the four corners nearest school. There are thirteen stations that are covered during the day, by approximately fifty-six students from the fifth and sixth grades. Each patrol works only once a day. Kindergarten patrol is the only exception to this role. Their duty is of such short duration that they work both mornings and afternoons. Unassigned patrols act as substitutes and work in place of assigned patrols who are absent.

New assignments are made every six weeks. Persons who were on substitute duty the previous period are given regular assignments. Other patrols are shifted to different corners and work with different individuals than during the previous six weeks.

Before going on duty each group musters in the patrol room. All equipment is kept in this small office-size room. The lieutenant in charge of the group issues all the equipment needed as: belts, hats, earmuffs, gloves, and raincoats. This equipment is charged against the individual and must be returned immediately following the duty. After all the patrols are properly dressed the lieutenant lines the patrols up according to corners. They are called to attention and salute the lieutenant, after which they march to their respective corners. Following the duty the patrols march back to the muster room and return all equipment.

Students leave the classroom ten minutes before they are to be on the corner. This gives them five minutes to get ready before they are to leave the patrol muster room. Five minutes before they are due on the corner the patrols leave the muster room. Thus they are on their respective corners at the time the primary children are dismissed from classes. Twenty minutes later, which is five minutes after the last class is dismissed, their duty is over for the day. Patrols which muster in the morning and at noon follow the same time schedule. They are on duty twenty minutes before school begins.

Violations of safety codes are reported by the patrol on standard forms. These forms include spaces for the name of the offender, the patrol reporting, the teacher of the patrol, and the offences that are common. Checks only

are needed in the appropriate place for jaywalking or refusing to stand on curbs, etc., while other offences are described in blank spaces provided. The lieutenant must check each offense reported, then place the report in the muster room where the captain collects them at the end of the day. It is the duty of the captain to make a report of the violation to the offender's teacheh, who in turn counsels with the offender.

At the end of each semester each patrol is evaluated on his performance by use of a checksheet. The lieutenant in each room cooperatively with each patrol in his room decide how well that patrol has carried out his duties. Afterwards the teacher and the patrol cooperatively decide how diligently the patrol works at citizenship in other school activities. This type of evaluation helps the patrol to improve his own attitudes and abilities in citizenship. These evaluation forms are taken into consideration in the spring when it is time to give honor recognition to those who have faithfully carried out their duties during the year.

In order to become a patrol the student must first return a parent consent slip. His teacher must then decide if he is a responsible person and in turn sign the consent slip. Each individual must go though a training period of approximately one week. They observe the regular patrol working for two days and then work under the observation of the patrol for three days. If the patrol who worked with the trainee feels that he has had enough training he is considered ready for any duty. If more training is needed the regular patrol will work with him until he becomes proficient in the patrol duties.

In the past new patrols were allowed to join the group at the beginning of the year and at the end of the first semester. During the past year new patrols were allowed to become members at any time. This method caused much confusion and is being replaced. Students will be allowed to join the patrol the last week of the month. They will be enrolled during the last patrol meeting of the month and the following week will be the training period.

The captain of the patrol has two specific duties. The first is to see that the patrols are rendering efficient service on the corners and second to report violations of saftey rules to teachers.

It is not hard to interest children in something new but patrol duty is soon an "old story" and, without high morale, the organization might collapse before the school year is well underway. We feel that the bonus system used by industry can function for children, too. Although a patrol's "salary" is the satisfaction which comes with service, sustained interest and execution of duty are acknowledged through the social activities in which they may participate.

On school Fridays, a square dance is held from 7 to 8:30 p.m. and only patrols and their parents may attend. The attendance is good and the enthusiasm is high. This dance tends to keep individuals glad to continue their obligations and it also makes for group unity. It is an unpleasant happening when dance attendance is temporarily denied because of failure to assume responsibility, poor attitude, lack of cooperation or any conduct not considered commendable.

Our local service organizations play an important role in building and maintaining morale among these youngsters. They assist with the procurement of equipment which makes the job easier and they furnish opportunities for fun and recreation. Free movies help to pass the winter months and picnics come in the warmer weather.

Of course, special awards are made annually to those who have served faithfully and honorably. After three years of meritorious service, a child receives a jacket with the the patrol insignia. Other recognition is paid at the end of other service years.

Everyone realizes that no single unit in a school's operation deserves credit beyond any other and the Safety Patrol is just one of the many. It is a bit unique in its service-many-times-a-day schedule but the appreciation shown by children, parents, and teachers makes each patrol member know that he plays a part in making his school a better one.

Reporting To Parents

VIRGINIA WESTERBERG, Instructor, Elementary Education
HARRIET DARROW, Instructor, Elementary Education
MARY CLAIRE HAMRICK, Instructor Elementary Education

Much has been written in educational journals about different ways of reporting to parents the child's progress in school. No one seems to have found the perfect system of reporting because what is good for one school may not at all fit the needs of another school in terms of its educational objectives or philosophy.

Last fall our school used a different system of reporting. Individual parent conferences were scheduled at the time the first report was to be sent home, and the card was explained at this time. The writers were interested in learning the parent's reaction to this system and also to other types of reporting which are being used in other places. It was felt that a questionnaire would be the most effective way of getting this information. Questionnaires were sent to the parents of the children in the rooms of the writers - one first year level and two third year levels. Seventy replies were received.

The parents were asked to rank in order of their preference the following methods of reporting:

*A. _____ S (Satisfactory) I (Improving) U (Unsatisfactory) The child is rated

*card used last year

on his own ability and not on the basis of comparison with the other children in the room.

**B. _____ 1, 2, 3, 4. and 5 — these numbers are used to indicate the child's progress in the following way:

1. Is progressing satisfactorily
2. Needs much help
3. Very well done
4. Can do better
5. Marked improvement

C. _____ Traditional letter grades

A. Excellent
B. Good
C. Average
D. Unsatisfactory
F. Failing

D. _____ A written report such as a letter, to parents (no reference is made to numerical or letter grades)

E. _____ Conferences with the teacher

They were also asked to evaluate the parent conference by answering the following questions:

A. Did you find them helpful?
Yes _____ No _____

B. Would you favor a conference in addition to a written report?
Yes _____ No _____

They were encouraged to make comments which gave their reasons for preferring a certain type of reporting. Comments were received on almost half of the questionnaires.

A tabulation of the returns indicated that the majority of parents - fifty-nine per cent - favored the traditional letter grades of A, B, C, D, and F. The new card was favored by twenty per cent of the parents. As their second choice, thirty-four per cent indicated A and thirty-four per cent indicated B. Seventy-six per cent of the parents felt that the conference had been helpful. Forty-six per cent favored an individual conference in addition to a written report, while thirty-six per cent indicated that they were not in favor of this plan. The items concerning conferences were not answered by all the parents because they had not been able to attend the scheduled conference or because their children had enrolled in our school after the first reporting period.

The comments made by some of the parents showed that they had given serious consideration to the completion of the questionnaire. Some examples of the comments made are as follows:

"I do understand traditional letter grades because that is the only kind I ever had or saw until this year".

"The B type report must consume hours of the teacher's time and it seems a simple report would do as well. Conferences with the teacher are most helpful and it is pleasant to know the people who are in charge of your children".

"People are put in categories all of their lives. Why not start early? Children know what reading groups they are in regardless of what they are called. Our society is competitive. You might as well learn young that all people haven't the same mentality."

"We liked the type of card which was given out in the fall and the conference with the teacher. Then we could study the card and see how he was progressing and how we might help at home. Talking with _____ made us feel closer to the school and in some ways helped us to better understand our child."

"We found the teacher-parent conference very encouraging and feel the teacher knows and understands the problems and needs of each particular child."

"I think B is more helpful. It shows us what we can do to help our children and it explains more what the child is doing."

"I find the conferences very helpful, but I think a child looks forward to receiving a report card."

The writers recognize that working with parents is important in the revision of a reporting system and feel that the new card may have been better received if parents had been invited to work with the committee. Since this is not a permanent card, it is strongly urged that work on the revision of this card, or the preparation of another card, be started early enough so that parent help will be possible.

Using Parent-teacher Conference Form of Reporting

_____

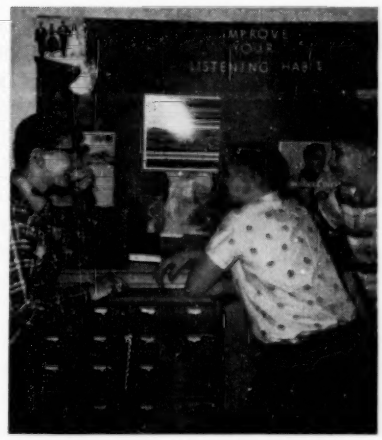
**card used this year

The writers did not find it discouraging that the parents preferred the traditional letter grades because recent literature in this area shows that other schools have also found this to be true. It is felt that this reaction to letter grades is natural since the parents themselves were graded on this basis and they think they understand it better. If it is the feeling of our staff that the card with the traditional letter grades is not commensurate with the objectives of our school, then we are faced with the responsibility of convincing our parents that a different system is desirable. Regardless of the type of card which is decided upon, it is felt that conferences with the parents must be continued. Only through conferences can we hope to create a desire on the part of our parents for a system of marking which is more descriptive of their child's progress in relation to his own ability.

Words and Music

MARTHA PEARMAN
Assistant Professor in Music, Laboratory School, I.S.T.C.
ELIZABETH WELLER
Instructor in Library, Laboratory School, I.S.T.C.

Music in the library? Why not? Every day the strains of "Bugler's Holiday" or "Tales from the Vienna Woods" blend



Improve Your Listening Habit.

into the "Lusty Land" of Tennessee Ernie Ford and the "Glenn Miller Story". And is our new, blonde Hi-Fi record player appreciated by our students? Indeed, yes. Requests for certain records are as standard as the circulation of books. One request for "bop" was answered with some "pop" by the Boston Pops Symphony. Satisfaction guaranteed. As time goes on "new" favorites like the Chopin's "Military Polonaise" and Debussy's "Clair de Lune" show up on the library hit parade.

Student problems relax with music even though the music is not the usual steady diet of Elvis Presley. Students themselves say they can think and study much better in this home-like atmosphere. It is interesting to note that the usual restlessness of boredom does not show up in aimless wandering about the library or in idle socializing. Teachers in our school and many visiting teachers have remarked about the wholesome attitudes.

We decided to get specific reactions to some of the new recordings we had selected, so a ninth grade music class wrote their impressions of several of them. Results:

JOHN HENRY (TENNESSEE ERNIE)

Donna — The music itself is very rhythmic. It has a very different lyric. It is a change from all the "rock and roll" music. It tells a story instead of a lot of jumbled up words. I like Ernie Ford as a singer, also, because he has mastered a certain pattern of rhythmic singing

David — I thought the clanging in the background helped to produce atmosphere for the record.

John — I liked it because of the instrumentation.

Mary — I like his deep voice. I like the pounding in the background.

Nancy — It doesn't have too many instruments. The story of the song can be heard.

DWIGHT D. EISENHOWER MARCH

Carol — I like this piece—the music itself says "Dwight D. Eisenhower", I also heard bits of "Hail to the Chief" by Sousa.

Ray — Very inspiring.

John — I liked it because of the dynamics.

Nancy — I like the tuba. It would be too fast to march to.

Mary — I do not like it too well because I do not like marches too well.

Susan — I like the music. proud and majestic.

Lee — The only thing I liked about it was the drums.

David — I like marches. This one is very good. Good flute and piccolo parts.

IN THAT GREAT GETTIN' UP MORNIN' (BELANFONTE)

David — Solo part seemed tuneless. Chorus better.

Evelyn — I like the words to it.

Shirley — I like the rhythm best. The chorus blends very well. The percussion instruments sound nice.

Bruce — I liked the drums in the background very much. I also liked the singer.

FLYING DOWN TO RIO (GLENN MILLER)

Susan — Um! I love the rhythm in the background. Something dark and mysterious about it.

It Is Fun To Listen!

FIDDLE FADDLE (BOSTON POPS)

Nancy — It reminds me of music on television "Cartoon Theater". It's too much like kid's music. I don't like it as much as the others.

Susan — It's pretty but tiring. Once in a while yes all the time no.

Carol — I don't like the idea of using a string choir for jazz. But I do like the pizzicato part.

POLONAISE IN A-FLAT (ITURBI)

Lee — I don't like it because I don't like the piano played loud.

Susan — I like the classical music for piano, heavy chords, and light moving parts.

PAVANNE (BOSTON POPS)

David — Unusual. Good dynamics. In places sounds like Indian melody.

Lee — I like it because the music was soft, and it has a peculiar beat.

The "Tara Theme" was requested again and again. Here is a composite paragraph made up of five impressions.

The harp makes the song sound so tender and soft. You can feel the soft elegance and hospitality of the southern belles and the old colonels. It gives a vivid picture of a lazy day with the running brook and birds and beautiful flowers and tall grass waving in the breeze. I feel as though I want to run to a far-off place and cry. It has a feeling of dignity, sadness and happines all at once. I could sit and listen to it all day.

What a thrill it is to walk into the library at passing time and observe a girl listening raptly to a soaring theme, finger on lips——"Listen, Miss T., isn't it the "most"? Or a boy will remark, Get that wild clarinet part!"

What a reward we get when a student walks into the music room and says, "Do we have "Knightsbridge March" in here? It's great! Or — "Play the "Zapateado" for us today."

Students learn to identify and appreciate music, not only by active participation in it but also by listening to it many times, reading about it a great deal and talking about it every day.

The Council on Professional Laboratory Experiences*

FLORISE HUNSUCKER, Chairman
Associate Professor of Social Studies, Laboratory School, I.S.T.C.

The general function of the Council on Professional Laboratory Experiences was to solve problems relating to -

1. Individual and group observations
2. Demonstration teaching
3. Pre-student-teaching participation
4. Student teaching

This Council, also, was asked to work closely with all other groups in the college interested in this part of the program, to develop and promote clear understanding on the part of all participating in this program, and to designate the purposes, responsibilities, and procedures to be followed by each person concerned.

After the organization of the Council an attempt to clarify the Council's functions resulted in the following outline and definition of terms:

I. Observations

A. **Individual**

1. those made on the student's own volition
2. those made because a college instructor had told the student "to observe"
3. those made to fulfill a time requirement for hours of observation
4. those in which the student had been sent by the college instructor with a very definite assignment

B. **Group**

1. Demonstration
   a. those lessons that had been arranged by the col-instructor and the classroom teacher
   b. those lessons that are taught to demonstrate a specific phase of teaching in accordance with the request of the college instructor
   c. those lessons that are taught by the classroom teacher for a college instructor and his class
   d. those lessons that are followed by a discussion period with the college instructor, the observing group, and the classroom teacher
2. Non-demonstration
   a. those lessons for which no specific request had been made by the college instructor and the lesson is not specially planned for the observers
   b. those lessons as discussed in points, a, c, and d under demonstration

II. Pre-student teaching participation

A. Active contact with children as opposed to inactive observation

1. in terms of a continuous three-year program prior to the final college year in which student teaching is done

*Members of the committee are: Mrs. Olga Combs, Teacher of Fourth Year; Mrs. Harriet Darrow, Teacher of First Year; Miss Gerturde Ewing, Teacher of Latin; Mrs. Mary Claire Hamrick, Teacher of Third Year; Miss Florise Hunsucker, Teacher of Social Studies; Miss Kathryn Kennedy, Teacher of Mathematics; Mrs. Virginia Mitchell, Teacher of Fifth Year; Miss Viola Peterson, Teacher of Music; Mrs. Hilma Weaver, Teacher of Kindergarten; Miss Virginia Westerberg, Teacher of Third Year.

2. in terms of an active and regularly scheduled program planned by the college instructor and/or the classroom teacher

III. Student-teaching and seminars

It was felt that it was not necessary to define these terms, but more detailed explanations were needed on the differences between the procedures in the elementary and secondary programs.

The Council has held regular meetings over a period of two semesters and has concentrated its work on the first topic, that of **Observations.** A member of the Council was sent to a meeting of the Education Department where she explained the functions of the Council and invited the members of that department to help in solving some of our mutual problems.

Four members of the Education Department came to the next meeting of the Council and the mutual problems were aired and discussed quite frankly. The result of this meeting was to draw up a simple page of instructions, concerning observations that would guide the staff members and the students alike. With these instructions in the hands of the students who are to observe in the Laboratory School, there has been a much better understanding of what is to be done, and how it is to be done. (See observation instructions p. 78).

Another result of the cooperative efforts of the Education Department members and the Council was to point up the difficulties encountered in trying to make observations a meaningful part of the instructional program because of the difficulties in scheduling them and accommodating the large classes that are now enrolled in the College. This problem has been the focal point of discussion for one semester.

The Council after discussion decided to develop a questionnaire to be sent to all faculty members in the College to find out, if possible, the answers to the following questions:

1. Do you use the facilities of the Laboratory School?

2. How often do you use the facilities of the Laboratory School?

3. What courses do you teach in which you could use the facilities of the Laboratory School?

4. What courses do you teach in which you do not need the facilities of the Laboratory School?

5. If you do use the Laboratory School facilities, are you satisfied with the results?

6. If you do not use the Labortary School facilities, will you give reasons why?

Mr. Charles Hardaway, the research director in the College, was contacted and asked to help formulate a questionnaire that would be short, concise, and easy to score. Mr. Hardaway most graciously gave us a great deal of help and set up the master key for scoring. Members of the Council took certain departments in the College, contacted the heads of those department for appointments, and then took the quetionnaires to the heads and talked to them personally as to the purpose of the study. The cooperation of all departments was far beyond expectations. In a short time the questionnaires were returned and the Council members are just now trying to score the results. Although the work is not completed as this article is being written, there are some definite trends emerging that might be of interest:

1. The Laboratory School on a seventy minute schedule makes it very difficult to schedule observations there with College classes on a fity minute schedule.

2. The teachers in the Laboratory School are so busy that it is difficult to find time in which to make plans for observations.

3. There is too much red tape involved in scheduling

4. The Laboratory School does not have the facilities for which some College classes have a need. e.g., there is no lunch room

5. Many professors do not use the facilities of the Laboratory School, because their courses do not require them

6. Some professors have had unpleasant experiences in the Laboratory School and are reluctant to return

7. The 100 and 200 courses seldom use the Laboratory School it seems

These trends are mentioned not as a final evaluation of the questionnaire, but just to give some idea of what is to be our next study. The results will be discussed personally with the Heads of Departments and all Laboratory School teachers.

Just recently a committee from the Education Department asked to meet with the Council and Dr. Lautenschlager, the principal of the Laboratory School, on this question of scheduling. Dr. Cobb, Miss Ederle, Dr. Malm, Dr. Runke, Dr. Lloyd Smith, Dr. Venable, and Dr. Carlos Watson met with the Council members in one of the most helpful meetings we have had. The common problems, relating to scheduling were discussed and Dr. Venable presented an example of his efforts to arrange observations for the entire term. See figures 1 & 2) This involves a tremendous amount of time and effort on the part of the instructor, but it was agreed to try out the schedules suggested for one term to see if the scheduling of observations could be made to function better for all concerned.

As a result of this meeting the Laboratory School teachers agreed to send to the College members items such as room numbers, names, office hours, etc. that would save time for the College instructors, and Dr. Lautensclager has drawn up a one page directive to be used in the scheduling of observations. (See figures 3 & 4) This is as far as the Council has gone in trying to solve some of the problems that are common to all of us in this area of Teacher training. We have just made a beginning, and there is still much to be done.

In evaluating the work so far perhaps, these results are worthwhile:

1. The functions have been clearly defined

2. The procedures have been well-organized and meaningful

3. The actual results have been functional

SUGGESTED OBSERVATION SCHEDULE: DEPARTMENT OF EDUCATION

WEEK	3 Jan. 14	4 Jan. 21	5 Jan. 28	6 Feb. 4	7 Feb. 11	8 Feb. 18	9 Feb. 25	10 March 4	11 March 11
8:00 Venable							2 Obs 20 Stu Gr 7 8 9	2 Obs 20 Stu Hi Sch	
9:00 Venable				1 Obs 15 Stu N or K	1 Obs 15 Stu Gr 1 2 3	1 Obs 15 Stu Gr 4 5 6			
9:00 Watson		3 Ind Obs; 34 Stu Nursery thru Hi School				2 Obs 34 Stu	2 Obs 34 Stu		
						2 Ind Obs; 34 Stu N thru Hi School			
9:00 Ederle				4 Obs; 18 Stu; Hi School					
				4 Ind Obs; 36 Stu; Hi School					
10:00 Swalls		2 Obs 15 Stu Elem Gr			2 Obs 15 Stu Elem Gr		2 Obs 15 Stu Elem Gr		
10:00 Runke	6 Observations; 30 Students; Grades 1 thru 6, Individual								
		1 Obs 30 Stu Gr 1 2 3		1 Obs 30 Stu Gr 4 5		1 Obs 30 Stu Gr 1-6			
10:00 Venable						4 Obs 20 Stu Hi Sch	Hi Sch 2 Ind Obs 40 Stu		
10:00 Watson						3 Ind Obs; 47 Stu; All Grades			
10:00 Malm	10 Individual Observations; 22 Students; All Grades								
					1 Obs 14 Stu N or K	14 Stu Gr 1-6 1 Obs	1 Obs 14 Stu Gr 7-9	1 Obs 14 Stu Gr 10-12	
11:00 Runke	4 Individual Observations; 22 Students; All Grades								
	1 Obs; 22 Stu; Nur thru Gr 2		1 Obs; 22 Stu; Gr 3-6		1 Obs; 22 Stu; Gr 7-9		1 Obs; 22 Stu; Gr 10-12		
11:00 Cobb	20 Observations (Individual) Elementary Grades								
11:00 Venable				1 Obs 15 Stu N or K	1 Obs 15 Stu Gr 1 2 3	1 Obs 15 Stu Gr 4 5 6			
1:00 Venable				1 Obs 15 Stu N or K	1 Obs 15 Stu Gr 1 2 3	1 Obs 15 Stu Gr 4 5 6			2 Obs 20 Stu All Gr
1:00 Watson		3 Ind Obs; 15 Students Nursery thru Hi School				2 Obs 15 Stu	2 Obs 15 Stu		
						2 Ind Obs; 15 Stu Gr 1-12			
1:00 Ederle			3 Obs (Ind); 21 Stu Hi School		2 Obs; 21 Stu; Hi School				

(Fig. 1)

OBSERVATION AND VISITATION SCHEDULE

LABORATORY SCHOOL

Tom C. Venable, Dept. of Education

Educ. 302: HUMAN GROWTH AND DEVELOPMENT, II.

Feb. 1, Friday, 8:00 Tour of Labortory School

Week of Feb. 4, 1:00 Observation group arrange observations individually with Mrs. Weaver, Kindergarten, Room 134.

Date	Day	Time	Grade or Course	Teacher	Room	No. of Students
Feb. 4	Monday	11:00	1st Grade	Darrow	142	11
Feb. 5	Tuesday	9:00	Nursery	Wiley		7
Feb. 8	Friday	1:00	3rd Grade	Hamrick	106	14
Feb. 11	Monday	11:00	2nd Grade	Dobbs	118	11
FeFb. 12	Tuesday	9:00	1st Grade	Scales	136	7
Feb. 15	Friday	1:00	4th Grade	Smith	239	14
Feb. 18	Monday	11:00	5th Grade	Mitchell	218	11
Feb. 19	Tuesday	9:00	6th Grade	Carle	224	7
Feb. 25	Monday	8:00	English 7	Williams	318	20
Feb. 25	Monday	8:00	English 9	Wilson	315	20
March 3	Monday	8:00	Chemistry	Bull	342	20
March 3	Monday	8:00	P. E.	Bickley	Gym	20

Educ. 301: HUMAN GROWTH AND DEVELOPMENT, I

Date	Day	Time	Course Grad or	Teacher	Room	No. of Students
March 11	Monday	1:00	Soc. Stud.	Engelland	210	20
March 11	Monday	1:00	2nd Grade	Funfar	112	20

Educ. 311: PRNICIPLES OF SECONDARY EDUCATION

Jan. 31, Thursday, 10:00, Tour of Laboratory School

Date	Day	Time	Grade or Course	Teacher	Room	No. of Students
Feb. 18	Monday	10:00	U. S. Hist	Schotten-hamel	208	20
Feb. 18	Monday	10:00	Geometry	Kennedy	334	20
Feb. 21	Thur.	10:00	Civics	Engelland	210	20
Feb. 21	Thur.	10:00	Speech	Bolt	307	20

Week of Feb. 25: Each Student will make individual arrangements with a teacher of the subject which he intends to teach for 2 independent observations.

(Fig. 2)

THE LABORATORY SCHOOL

Indiana State Teachers College

Terre Haute, Indiana

REQUEST FOR OBSERVATION

To the Principal of the Laboratory School: Date of Request: _____

I want my class of _____ (Number) students in _____ (Title of Course) to observe:

Class and Subject: _____ Hour: _____ Date: _____ Teacher: _____

Purpose of Observation: _____

Received by Principal _____ _____ (College Teeacher)

Teacher Check: Satisfactory _____ Unsatisfactory _____

THIS FORM IS TO BE SENT BY THE LABORATORY SCHOOL TEACHER TO THE **PRINCIPAL'S OFFICE**

College Teacher's Confirmation

To: _____ (College Teacher)

Arrangements have been made for your class to observe in my room on _____

_____ (Date), _____ (Hour), Teacher: _____

THIS FORM IS TO BE SENT BY THE LABORATORY SCHOOL TEACHER TO THE **COLLEGE** TEACHER

Custodian's Copy

We will need _____ chairs placed in Room _____, _____ (Teacher) on _____ (Day)

_____ (Date), from _____ (Hour) to _____ (Hour)

THIS FORM IS TO BE PLACED IN THE CUSTODIAN'S MAILBOX BY THE **LABORATORY SCHOOL** TEACHER

Laboratory School Teacher's Record

_____ (Name of College Teacher) will bring _____ (Number) students to observe in my room on

_____ (Day), _____ (Date), _____ (Hour) to see _____

THIS FORM IS TO BE RETAINED BY THE **LABORATORY SCHOOL** TEACHER

(Fig. 3)

THE LABORATORY SCHOOL
Indiana State Teachers College
Terre Haute, Indiana

(This request will be posted on the Laboratory School Faculty Bulletin Board.)
REQUEST FOR OBSERVATION

Date of Request: _____

To: Principal of the Laboratory School
I would like to bring my class of _____ (Number) students in _____ (Title of Course) on _____ (Day), _____ (Date), _____ (Hour) to observe as follows:
I want each student to observe in the room of his choice in:
Elementary _____ Secondary _____

Teacher or Subject Matter Area	Number of Students	Laboratory School Teachers Check	
		NO	**Yes**

Purpose: _____

_____ (College Teacher)
Date of Reply: _____

To: _____ (College Teacher)
Your request for _____ (Day), _____ (Date), _____ (Hour) is satisfactory with all teachers listed above except: _____

Principal: _____

(Fig. 4)

4. The cooperation within the Council and with the College staff has been most helpful and delightful
5. The feeling that something is being accomplished is most rewarding

OBSERVATION INSTRUCTIONS
Professional Laboratory Experiences in the Laboratory School

All students are welcome to observe, to participate, and to do student teaching in the Laboratory School that enrolls students from the nursery school through the senior high school.

I. Information for the Observer

A. **Individual Observations**

1. Adequate preparation should be given for objectives of observations before students are allowed to observe individually.
2. Schedules of special and secondary classes are posted in the halls.
3. Individual observation will not be pre-scheduled, but if a student teacher should be teaching, permission to observe should be obtained from the supervising teacher, if possible.
4. An individual observation is not to be less than one-half hour, if possible.
5. Individual observation forms (yellow sheetes) are to be filled out correctly while the observer is in the classroom. The forms are to be left with the supervising teacher.
6. The supervising teacher's name is on the program by the classroom door. Always get the name of the teacher you are observing.
7. Under normal conditions no more than five students should observe in one room at the same time.
8. Avoid late entrances into the classroom and make your presence as unobtrusive as possible.
9. Talking while a class is in progress is inexcusable.

10. Smoking is not permitted in the classrooms and halls of the Laboratory School.
11. Chewing gum, also, is not permitted while observing.
12. If you should have questions concerning practices or procedures, feel free to ask for help from the supervising teacher or some one in the main office.

B. **Group Observations**

1. Group observations are welby the Laboratory School staff.
2. Requests for group observations are made in the Laboratory School office, at least one week before the observation is to be scheduled.
3. A pre-planning conference should be scheduled with the supervising teacher.
4. The college professor should accompany the group that is to observe in the Laboratory School, if possible.
5. The same rules of conduct given under individual observations should apply to group observations.
6. When possible the supervising teacher should be present for the observation follow-up when the college class discusses the observation.

Council On Personnel Relations And Personnel Welfare*

FRANCES WILLIAMS
Assistant Professor of English, Laboratory School, I.S.T.C.

Twelve members of the secondary school faculty comprise the Personnel Council. They represent departments of homemaking education, physical education, business education, industrial arts, English, Speech and dramatics. Nine members of the group sponsor homerooms representing grades 7-12 and seven also sponsor school clubs. Other extracurricular activities for which members of this Council are responsible include the chairmanship of all convocations programs, the publication of the school newspaper, the production of all school plays, the publication of the school yearbook, and the release of school publicity. With this broad range of curriculum areas as well as the varied activities in the extracurricular program, the Council would appear to have a relatively clear picture of the total school.

Functions of the Personnel Council as delegated by the Faculty Coordinating Council are to consider problems relating to (1) faculty, student, and community welfare; (2) interrelations among staff members and between the college and Laboratory School staffs; (3) a review of school policies and recommendations of changes as needed.

During the first year of organization, major topics and specific areas listed for consideration have included: student honors and awards; membership in the National Honor Society; convocation programs; social affairs of the staff; re-evaluation of the club program; the noon hour; financing of the school yearbook; observance of American Education Week; re-examination of school policies which influence citizenship; improved program of guidance and counseling; position and function of departmental chairman, grades 7-12; promotional policies and practices for the staff. It is readily apparent that some of these problems can be solved much more easily and more quickly than others. For instance, one member of the group has directed the selection for membership in the National Honor Society, while other problems demand much more detailed study by all members of the group and frequently involve other groups including students, parents, and other teachers.

It was with tremendous enthusiasm and high hopes that the members of the Personnel Council began to work one year ago. The first step was to identify problems which seemed important for immediate consideration. It was agreed that new problems could be added at each meeting by any member of the group or by request from any other faculty member or student or student groups.

Many of the problems are those which have existed for a period of years without opportunity for correction or solution. Since the school, which has all grade levels from nursery school through grade twelve, is located in a residential-business district and only three blocks from the center of the city at the intersection of two national highways, much of the noon-hour problem until the present school year lay in the fact that there was very little space for outdoor play. The college administration has taken important steps to correct this situation through acquisition of a city block of property and the construction of a playground. There were other problems concerning the noon hour, however. What could be done to help the undernourished children, since the school has no cafeteria or lunchroom program? What provision should be made for the children, who, through necessity must remain at school during the noon hour? Would it be desirable for the recreational program to be expanded during the noon hour? How could supervision of such an expanded program be arranged with a staff already carrying full loads? To survey the needs in connection with the noon hour, to study the problems involved, to discuss thoroughly, and to plan carefully for possible solutions required many of the weekly sessions during the first semester of the organi-

*Other members of the Committee are: Mr. Marvin Bell, Miss Gypsy Wilson, Mr. Carl Bickley, Mrs. Lucia Bolt, Mr. Braxton Duvall, Miss Margaret Gillum, Mrs.Caroline Kelso, Mr. Ralph Miller, Miss Ruth Temple, Mr. Steve Vencel.

zation. From these discussions and studies came the following recommendations:

1. That a lunch room program of some kind should be established
2. That there should be more areas of recreation at noon
   a. That both gyms be used
   b. That both gyms be acoustically treated
   c. That some specific area be provided for quiet games
   d. That supervision of the noon hour recreation be a regular assignment of a staff member with paid assistants from physical education (both men and women) from the senior college

Through close relationship between Personnel Council and Parent Council the two groups planned together the successful observance of American Education Week in November. All were overjoyed at the large number of parents attending an evening meeting, Open House, and social hour.

In connection with other topics the Council has reached many decisions and made certain recommendations. Some of these are:

1. To continue the impressive Honors and Awards Day Program at the close of the school year with the inclusion of some kind of recognition for good citizenship at each grade level, 7-12. (The Council is now working on details for this good citizenship recognition).

2. To commend the convocation chairman for scheduing programs last year in which more than 600 students were on stage participating; to continue to keep paid convocations to a minimum and these should be carefully screened.

3. To bring to the secondary faculty school policies which influence good citizenship and which need unified and concerted action.

The major problem which the Personnel Council is studying now is in the area of guidance and counseling. The group is carefully looking at the cumulative folders with plans for revision to make them more useful. In these early stages a committee is concerned with what information is really needed on the cumulative cards and how cards can be arranged to be of greatest service to the teachers.

To make careful study of all issues, the Personnel Council uses various methods of gathering information. These include observation, pupil surveys, interviews, examination of the school handbook, parent conferences, and guest consultants.

What becomes of the decisions reached and recommendations made? Sometimes they are referred to the secondary school faculty for further consideration. If they concern both elementary and secondary schools, they may be referred to the general faculty for action. More frequently, however, they may be referred to the Faculty Coordinating Council for consideration or directly to the school administration for implementation.

How successful has this Personnel Council been? Of course, not everything considered ideal has been achieved—yet. All recommendations made **have** been given courteous consideration by the appropriate groups. The principal has made written requisition to have both gyms acoustically treated. One physical education teacher has the assigned responsibility for the recreational produring the noon hour as a part of her regular load. A college student has assisted with this program this semester to give more opportunity for more intramural sports for boys. Another teacher, assisted by a group of Safety Patrol members, is in charge of hall supervision at noon. Students and faculty are still considering problems involved in setting up a student recreation room. Secondary faculty has re-examined and accepted definite school policies affecting good citizenship. There has also been a measure of achievement in other matters involving welfare of both students and teachers. Perhaps the greatest value has been in the fact that **all** members of the Council have actively participated in the studies and discussions; each, feeling free to express himself, has been a contributing member to the group, and in so doing through the Council, has participated in the planning and operation of the school.

The Research Council*

ANNE CARLE, Chairman
Instructor, Elementary Education, Laboratory School, I.S.T.C.

The Research Council is one of the four councils proposed by the Coordinating Council of the Laboratory School. The Council is composed of eight faculty members representing the primary and intermediate levels in addition to special education, physical education, art, and social studies.

The general function of the Council is to solve problems relating to the exemplification of modern practices of instruction, the stimulation of action research by the staff, the promotion of cooperation in basic research, and the reporting and publicizing of action research and other parts of the school program. It assumes the responsibility for bringing to the attention of the staff the instructional practices that should be included in the school curriculum. It also suggests plans of action for the establishment of such practices in the program. It devises ways to keep the staff informed about the activities that

*Other Members of the Research Council are: Miss Alice Funfar, Mrs. Jo Ann Hammond, Mr. John Laska, Mr. Tony Milazzo, Dr. George Schottenhamel, Miss Mrytle Smith, and Mr. Charles Syester.

are going on in the various classrooms as well as new ideas advocated by leading educators.

The first major project of the Council was to make a compilation of the research conducted in the Laboratory school during the years 1953-1956. This task was accomplished by the use of a questionnaire submitted to forty-five staff members. At the same time it developed a method of procedure for facilitating research.

Another major project was the establishment of a teachers' library in the faculty lounge for the purpose of bringing to the attention of the staff the professional articles which would be "exemplifying modern practices of instruction"; to provide a readily available source of reference which could "stimulate action research by the staff"; and to stimulate the exchange of ideas in education through reading and discussion groups.

The most recent venture of the Research Council was the presentation of a panel composed of four faculty members to discuss THE CHALLENGE TO EDUCATION. More activities of a similar nature are planned for the future.

As the Council has carried on it has set goals and attempted to realize these goals. It has recognized the importance of exact thinking and communicating. It has encouraged interaction. It has identified problems of general concern and presented them to the Coordinating Council for consideration. It has gathered and tabulated information for the staff.

Reconsidering Music In The Elementary School

VIOLA PETERSON
Assistant Professor of Music, Laboratory School, I.S.T.C.

The history of music education in America traces within its development an increasing attention to standards relative to the children involved. In early years from 1810 courses of music emphasized skills gained through a systematized sight-singing routine. In time "Appreciation" came in as a cult of knowing about music. By the turn of the country, the roots of music education were going deeper. They were to support music as an integral force in education based on child study, application of scientific tests and psychological principles.

Today's field of music education has not sprung up overnight like a mushroom. The breadth of music activity in the areas of singing, listening, performing, rhythmic activity and creating has taken form slowly with research and evaluations in every area. It has been left to the music schools to carry on the European tradition of progressive selection by means of pre-determined levels of achievement to exclude those who cannot reach them. The public school has built a foundation of music teaching on growth through the richest experience possible for children on levels appropriate to the stage at which they are mentally, emotionally and physically. This concern for behavioral growth leading to more ultimate goals of power to do and perceive, even to ideal human relationships, is bringing about a less conventional and perhaps more dynamic music program. Standards for evaluating such growth are found in the creative learning, attitudes, resourcefulness and physical and mental response of the children. The outlook appears a far cry from ways to perfecting skill of finger, voice and memory for virtuoso performance.

The method of teaching for growth is less fixed. Martinet teaching is replaced by a guidance as orderly but more versatile, practical rather than theoretical, and flexible in terms of individual differences in children. Learning situations are set up in a curriculum organized by conception of receptivity rather than of logic and an articulate scheme of relationships. A fixed routine of lesson steps for all children timing a mass response for each step, does not take into consideration that the potential in children is as movable as quicksilver and timed in flashes like electricity. Individuals grasp a musical concept and free themselves to respond at differing times. A group of twenty-five children will not become aware simultaneously of concepts such as tones going up and down, of the movement of dotted quarter and eighth note patterns, or of tonality. The levels of mental, emotional and physical readiness have been accepted in part in teaching procedures.

The readiness program in early reading activity is well established and that of readiness in early music activity is accepted. Skills are introduced and established upon feeling and awareness to concepts. Whether levels of readiness are considered sufficiently in intermediate and upper grades is debatable. More consideration needs to be given to stalling in the progression of curriculum content with an eye to individual differences of power to grasp the concepts. The rate of progress in using skills depends upon meaningful application and readiness in individuals.. Those children who have no need to learn anew but need to forge ahead should be provided for in the setting up of music activities. It often appears that some children have their mental set and concentration affected by unvaried procedure in mass performance.

When teachers and parents accept a varied program and children of one group doing unlike things in a musical performance, our practice will be more in keeping with psychological principles. Understanding of this will allow honest educational practice. It is far from genuine procedure to have forty children in the kindergarten stand in silken capes to play music rehearsed by com-

mand for days. The eye rather than the ear has been trained in many such cases, and parents should be happier to see performance of spontaneous response.

Furthermore, it is essential that at all times the ear be trained. Ears of individuals differ as much as eyes. Provision must be made to allow children to use their capacity for hearing and to increase awareness to sound. Many who have a love of music do not have sufficient opportunity to develop earmindedness in listening. Through a disclosure of such capacity comes the discovery of musical temperament. Among eight to ten year olds participating in a diversified program there will emerge the ones who are gifted.

Testing of aptitudes is done primarily in selecting those to study instruments, and here there is some attention to individual differences. In the rhythmic response of children, differences emerge decidedly , and this is an aspect of the music program which shows up the child expressing the essence of his personality and the degree of his balanced, imaginative and controlled being. Degrees of variation between those who grow increasingly expressive and those who remain fundamentally tappers and clappers do not warrant a routine of sameness in the curriculum for all alike. Again, when differences in ways of expression in the areas of singing and listening are analyzed, effective teaching is not marked by an outcome which shows all doing the same. Part-singing may spring into being through the singing of a few within the group. Morever, the success of such performance is more to be measured in terms of the experience the child receives than in the perfection of the performance. With the child who is more expressive in movement than in singing, the activity should be provided accordingly. There are some who hear "The Moldau" as scenes associated with the Czechoslovakian nationality, and others who hear subtle movements of sound which keep changing, and some who feel the shift of dynamics and tempo. Degrees of listening ability are the concern of the teacher who sets up the learning situation in relation to musical experience rather than for memorizing data.

The physical organism of each child is responsive in no single way, and the response of one child varies from the other. The rate of response cannot be synchronized. Through the kindergarten and six years of the elementary school, the program is set up to foster growth. It follows that one cannot answer in a word such a question as, "When do you teach the meter signature?"

No quick routine, no stream-lined list of specifics will guarantee the desired terminal perfection. The number of children multiplied by each one's experiences make up the factors of musical growth. The ultimate criterion for the music program is the development process within the children in powers realized on the levels of their maturation.

When all who are concerned with the schools have accepted this, music programs will not be exploited for pride and spectacle. They will not be dictated by popular fancy or criticized in terms of professional entertainment.

Human Relations In A Second Grade Classroom

AGNES DODDS

Assistant Professor of Elementary Education, Laboratory School, I.S.T.C.

In introducing **The Great Realities,** Samuel H. Miller states:

> There is a great storm blowing through the world and few of us find it easy to stand against the wind or to keep our feet in the force of it. Those who are running with it grow quite proud at times of the speed with which they seem to be running and the great strides they are able to take, which they call "progress." Others, who have tried to keep some direction and to chart their course by an interior integrity, do not seem to get as far as those running before the wind, and they have a great deal of difficulty at times making their action seem intelligible or sensible. Certainly all of us, whether we head into the gale or run with it, often wish there were some rest, a quiet sea, steady stars, and a port well within reach.[1]

Joseph Wechsberg[2] in a recent article seems to have caught a glimpse of such a port. He expresses admiration for the frankness, logic, and, upon occasion, the amazing tact and kindness displayed by children. Wechsberg says that only children and sages enjoy the best things in life, enumerating certain small ones that come free. Perhaps it is also only children and sages who truly appreciate many other things including some of the greatest things in life. The sages are appreciative through their discrimination enabled by their exposure to the vast accumulation of knowledge. Children are appreciative because of their lack of exposure to civilizing influences which dull their natural perception.

As children approach the age of seven years they become increasingly able to do abstract reasoning. They have for the most part come to the realization of the fascination of a variety of interests. They are no longer so decisively and exclusively a part of their own home environment but are now ready and eager to conquer other and more extensive worlds. They have learned the meaning of truth and are usually more fiercely demanding in terms of honesty

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[1]Miller, Samuel H., **The Great Realities,** (New York: Harper & Brothers Publishers, 1955), p. 1.

[2]Wechsberg, Joseph, "What We Can Learn From Children," **The Reader's Digest,** Vol. 70, No. 417, (January, 1957), pp. 77-9.

than they have been before or will likely be at a later time. A keen sense of fairness exists, particularly in their expectations of others. But, above all, they are 'interested" in everything and every one with which and whom they come in contact. Because of their interest, they find things to genuinely like in almost every instance.

At this age level children are relatively free from strong hates and prejudices. Wechsberg[3] tells of a boy who insisted upon inviting a child from a minority group to attend a party at his home. When the father, finally, grudgingly, considered including the child in spite of what people would say, the boy pointed out that it would not be "people" who would talk about it but just the "grown-ups."

Seven year olds want their teacher to be a fair person and one who can talk with them intelligently on their level about the things they want to know at that moment. Their interests may easily include within a twenty minute period a range of subjects as extensive as an eclipse, the living habits of a praying mantis, why the pilgrims dressed the way they did, and why some grown-up recently acted so "funny."

With seven year olds, life is very real and very earnest. They have not yet learned that it is often inexpedient to state their feelings and to maintain a position for the things in which they believe. They are too busy with actualities to try to hide their feelings for the sake of subterfuge. In their contacts with others, seven year olds use the direct approach. They would still much rather talk to people than to talk about them. While they have a strong desire to be first and to do things best, they also have a sincere undisguised respect for others who they know have earned the right and do rank above them. And as Robert M. Goldenson[4] makes clear in his article, they do like to be helpful.

There is much that is worthy of respect in the way seven year olds live together in a second grade classroom. This type of society has many advantages over the more complex and sophisticated societies of the adult world. If Utopia is ever to be attained in the area of human relations, it might come through study of a more simple group than that of a highly 'educated" urbane group so influential that its membership in one way or another includes multitudes of people. .Miller seems to fear the effects of our individual cultures continuing to become increasingly complex. He says:

> It isn't strange that with such a multiplication of contacts as our modern world affords these should be turned to advantage. After all, they possess no value in themselves. They are without depth, dignity, or worth. Thus the enterprising spirit of the day rushes to the rescue by setting up a technique or a process by which they may be made to serve a purpose. We are to make our contacts smartly, shrewdly, and to use them well. Pick the people with power, flatter the people with pull; make them feel you are interested, as you are, although perhaps for purposes they do not guess. Be warm, and genial, and gushing. But by all means make every gesture count, every contact a rung on your ladder to a better job or higher social set, and every visitation adroitly maneuvered for the future. This is the gospel of personalizing your contacts, but not for anyone's sake except your own. If contacts are ordinarily deadly this procedure inflates them with a high-powered gush of artificial emotion. To use people is a subtle from of hatred and ultimately breeds the most terrible despair of hositility.[5]

He goes on to say:

> We put our wills behind our emotions and push them where we think they ought to go. We bully our affections to like people we ought to like but really don't. And it isn't long before our affections learn the trick of appearing any way we wish and then their natural integrity and spontaneity vanish and we are left without honesty in a world filled with deceitful and spurious courtesies, all of them paper thin and unable to stand the rub of real life.[6]

Perhaps, we should study with care the ways of happy seven year old children, who have the privilege of working together with a leader who respects them and their unique attributes, as a pathway out of our present dilemma which is resulting in one person out of every ten needing to spend a part of his lifetime in a mental institution.

[3]**Ibid.**, pp. 78-9.

[4]Goldenson, Robert M., "Children Tell What Makes a Happy Family," **Childhood Education**, Vol. 32, No. 6, (February, 1956), pp. 267-9.

[5]Miller, **op. cit.**, pp. 135-6.

[6]**Ibid.**, p. 137.

Personal-Social Development

ALICE FUNFAR
Instructor, Elementary Education, Laboratory School, I.S.T.C.

Developing Skills in Getting Along with Others

The school must help the child to develop the abilities he needs to become a successful member of sociey. The development of good personal-social relations is one of the most important of these needs. Teachers should understand the principles of child development, and should make the development of good personal-social relations a part of the experiences the child has in his daily contacts with others.

The film **Learning to Understand Children**, is but one illustration of several films which can be used successfully in

helping to develop knowledge about children. The film has two parts. Part I is a Diagnostic Approach (discovering the cause for the child's behavior) and Part II is a Remedial Program (meeting the child's need, identified through an act of behavior).

Children can and do learn many valuable lessons without being taught by anyone. However, some of these lessons are learned more surely and more efficiently if well taught. Teaching is the attempt to help children to learn. It should be done consciously and systematically. Children learn by having experiences. Changes in behavior are evidence that learning has occured.

A child's attitudes and ideals are most important in their effect on his personal-social relations. Teachers should provide situations in which children make responses that result in desirable attitudes and ideals. The film **Let's Play Fair**, provides an opportunity for a group (probably a second grade) to interpret the real-life situations in the movie in terms of their own life at school and outside the school.

In teaching that is consciously directed to the development of attitudes and ideals, the interests and abilities of children **must** be taken into account. When they are, the children will be busy most of the time in valuable learning exercises, the discipline will tend to be cooperative, and voluntary. The lessons will be neither teacher-dominated or pupil-dominated. It will be a situation where a competent, mature teacher cooperates in friendly fashion with children who are busy learning. It is often destructive of good attitudes to ignore the abilities and interests of children. It may irritate children and arouse an attitude of rebellion to ask them to perform above their ability. It may bore and repel pupils of ability when they are not challenged and interested.

Developing Respect for Personality

Repect for personality contains many elements that must be considered in connection with personal- social development. In teaching for development of attitudes of respect for personality, one must watch for six things, at least.

1. **A gradual converging of children into groups** is an indication they are beginning to enjoy and respect what others have to offer, as when examining objects in interest corners and elsewhere about the room.

2. **A growing confidence** on the part of some of the children to talk about their own experiences shows security with their follows. An excursion (exploring the home) can provide opportunities for children to tell one another about their ideas. In introducing a unit on Safety, the children in a primary group were asked to look around in their homes to see how many places they could find where injuries might occur. The next day, several of the group responded with stores of accidents witnessed in their own homes. This gave the children and the teacher an opportunity to assess the abilities of the children to talk with one another and to plan for further improvement.

3. **A gradual effort to begin some constructive work together** leads toward a finished product that has meaning. During the first week of school, one class pantomimed the summer's activities. Then after all the groups had acted out an activity, each person drew what he thought some group was portraying.

4. **A growing desire and skill to give group explanations** about their products shows some apreciation of working together to attain mutual ends. In this undertaking, the contributions of the different individuals may be evaluated by the teacher in her anecdotes. The attitudes of children towards each other's contributions are especially significant. Original pictures drawn by pupils to illustrate understandings give other children the opportunity to make evaluations when individuals intrepret the meaning of ideas to the group. Positive statements, constructive helpful suggestions, and negative remarks are different types of evaluations which will reveal the degree of maturity of understanding, tolerance, respect, and judgment that is developing within the group.

5. **A growing tendency to take the initiative** in making suggestions and in following plans. Two charts may be used, one giving the names of leaders and the other giving suggested ideas for good behavior Citizenship may be developed within the classroom, through placing the responsibility on the children and their leaders for developing good behavior patterns. The result is pupil planning.

6. **There should be a growing recognition of the areas of strength** of different children—what each one does best. In developing a unit many different types of concrete activities such as painting murals or building models give the children the opportunity for participating in the kind of creative expression where they will realize the greatest success, contentment, or happiness. Extending the freedom to choose their own contribution makes for security on the part of each child.

In working to develop respect for personality, children will have many opportunity to improve and refine the expression of their thoughts and ideas. The attitudes which children develop in their personal-social living will prove significant in all later learning.

Developing Social Sensitivity

Teachers and pupils can work together to develop social sensitivity through the study of progressively wider social groups; the home, the neighborhood, the community the nation, and the world.

Home

Home is more than a place to live with father and mother and sisters and brothers. It is a place where many activities are constantly going on. Plans are made for school, for recreation, for health, for entertainment, for the pursuit of various hobbies, and for the realization of other constructive interests. A mural may be used in the study of the home. In the study of a unit on 'What Makes a House a Home, the teacher may make use of many audio-visual instructional materials. They will pro-

vide good, concrete, vicarious experiences for developing understandings. Murals may show raking, cleaning, cooking, eating, or shopping.

Neighborhood and Community

In the development of social sensitivity, children should plan in terms of human values. For example, in the study of a community, children should expand their concept of neighborliness, their ideas of ethical services and considerations, their sensitivity to the possible presence of discrimination of caste. A unit involving social sensitivity may well culminate on the question: "What can we do in our neighborhood now to live more happily, profitably, and successfully?" A field trip may help to learn about the community. It is an excellent way to tie together school and community living. Proper attitudes and good behavior patterns tend to become fixed as a result of experiencing a well planned trip.

Children learn first and best from the intimate experiences of their own day-to-day living. Perhaps we go far afield too early in the matter of understanding our world neighbors. Our first and most important step is to understand brothers and sisters, the neighbors next door, or the child in the second or third seat. By making puppets, and using dramatization, one group of children learned something about the appreciation of different friends.

Country

The approach to the study of our country is, for very young children, found in what they know about communities. The United States should be used as the point of departure, but all countries are important. The reason for this is that it is becoming increasingly clear that what is happening in the communities of the world is definitely effecting us. It is necessary at the beginning, then, to understand our own country. We must try to understand why our people think as they do. We must study our habits, manners, work, ethics, culture, and democracy. The child formulates, with the help of his teacher, the postulates of good living in a country. Films contribute to understanding of our country. The film, **The Hunter and the Forest**, is one of several imaginative films, which will serve to stimulate creative thinking.

World Communities

In the approach to communities in other lands, children should try to discover the manner of living there. Too often the final childish reaction has been, "that's the way it is. It is very peculiar and funny because it's very different than ours." This shows a lack of understanding. In order to establish better perspective and the necessary social sensitivity towards democracy and intercultural relations, it would be advisable, with children of this age, to make a thorough examination of the units, centers of interest, and experiences entitled "Why Do People of a Community Habitually Resort to Certain Practices?" Films, maps, exhibits, and records will help in the study of world communities. "Audio-visual educational materials can be used to develop an understanding of social needs most vividly."

Enriching the Curriculum with Audio-visual Materials

The school is broadly responsible for contributing to the personal-social development of the child. To fulfill this responsibility, the school must give careful attention to all aspects of the curriculum. It must study the social behavior of each child so that it can take each child at the place he is in his personal-social development and go on from these. The various **audio-visual instructional materials** are of great assistance in this effort.

Children, by nature, are interested in what goes on about them. As they grow older their interests broaden and extend farther into the future (and the past.) These interests are so broad, so intense and so many-sided that they can serve to motiviate much of the curriclulm. Children persist in asking questions about many topics. They read about things in which they are interested. They work, both at home and at school, on projects that arouse interest. They like to talk and argue about their interests. In various studies, pupils' interests have been analyzed, and out of the analysis certain areas of interest have been revealed. These broad interests can be stimulated by available audio-visual materials. Through their use, the curriculum can be adjusted to the level of the child's mental and physical maturity, and to the various social, cultural, educational, and environmental factors in his home, school, and community.

A Community Unit For The Physically Handicapped

TONY MILAZZO
Instructor, Special Education, Laboratory School, I.S.T.C.

The problem of planning and organizing instructional units for a class of physically handicapped children of various ages and types of disabilities, presents a unique challenge to the teacher of the handicapped. This report describes one such learning unit that was used in the special class for physically handicapped at the Laboratory School.

All school subjects were integrated into the learning situation which was developed. The project was initiated by making maps of the immediate school room area to gain perspective in order to obtain greater value from the enlarging to come. The next step in the way of prepartion and understanding was to make maps of the inside of the first floor of the school. This was done by taking a tour of the building and recording the essentials for making an accurate map.

Upon completion of the first two steps and after placing the maps on the bulletin board for viewing, the children were prepared to undertake the major part of the project. This was the making of a large scale floor map of the community surrounding the school.

Eight trips were taken to see the locations of the many things operating to make a community, such as, gas stations, garages, houses, street signs, stop signs, stop light, trees, sidewalks, school

Floor-map of Community Constructed by Handicapped Class

playground equipment, sequences of house numbers, and directions.

After the children returned from each trip their observations were given reality by constructing the things they had seen. These were placed on a very large floor map that covered a huge portion of their classroom. Stories discussing each object observed in the community were then written. These stories were illustrated on large sheets of paper and then hung from the ceiling directly over the map.

On the last of these eight trips safety and civic contributions were especially emphasized. It was discovered that on one of the intersections there was no stop sign. The necessity of a sign being placed on this particular spot was discussed with the safety patrol boys. After the investigation the children decided they would like to write a letter to the mayor informing him of the situation. This was then immediately undertaken.

A device for directing the activity of these children throughout the day and instrumental in developing self control was an out-growth of this unit. This device is a large traffic sign which is placed on the board in front of the room. A patrol man is selected each day to control the changing of the light. Yellow, the "get-ready" light, is used in all procedures of preparing for work or cleaning up afterwards. Red is the light to stop and listen, and green is the "go" light, the signal to begin work.

A program of display, and explanation was presented to another class and other faculty members. This procedure gave the children recognition, the feeling of a job well-done and further showed others what physically handicapped children can do.

Proposed Industrial Arts Curriculum, Laboratory School, Indiana State Teachers College

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The development of an industrial arts curriculum for the Laboratory School, Indiana State Teachers College, presents many unique problems which are quite basic to the fundamental purposes of industrial arts education. These problems have to be dealt with in order to give this school the best possible educational program to meet the needs of its students.

Each new curriculum plan or format, regardless of the subject, should be guided by a systematic approach. This approach must be kept in mind so that the plan is adapted to the particular teaching situation, thereby becoming a guide to controlling the daily activities of the class.

Our plan for this curriculum development will be as follows: the philosophy and educational objectives of the Laboratory School; the objectives of industrial arts education; orientation; criteria for selecting industrial arts areas; the actual curriculum.

Philosophy and Educational Objectives of Laboratory School

The responsibility of the Laboratory School is to equip all students to live democratically with satisfaction to themselves and with profit to society as home members, workers, and citizens. The individual worth and personality of each student is respected and, wherever possible, the school is adjusted to his needs rather than to adjust him to the school. Students are taught to accept the responsibilities of a democracy as well as its privileges.

Courses are concerned with common recurring problems of living and, wherever possible, emphasis is placed upon real life experiences while solutions are sought to these individual, social, and civic problems. Planning, organization, and operation of activities involves the active participation of students, teachers, parents and other groups. The school shares this responsibility with the home and other reputable community agencies, but does not replace the home or agency.

Objectives of Industrial Arts Education

The purpose of industrial arts education is to help pupils develop an appreciation of the materials and processes of industry, and to help them understand the relationship of industry to our modern society. Industrial arts education provides for guidance in selection of vocations and avocations. The program is broad and includes the exploration of many industrial practices.

More specific objectives are:

1. To acquire knowledge of industrial processes and materials.
2. To develop a sense of cooperation in group undertakings—the ability to work and plan well with others to complete a common task.
3. To acquire careful, thoughtful, and safe work habits.
4. To develop an appreciation for good design and workmanship.
5. To develop skills in the use of hand tools and machines.
6. To develop an attitude of pride or interest in the ability to do useful things.
7. To develop the ability to identify and evaluate the basic manufacturing materials.

The program is flexible so as to provide for individual needs and interests, and pupils are encouraged to progress as their ability and interest warrant.

Orientation

The Laboratory School, one division of Indiana State Teachers College, has an enrollment of approximately seven-hundred children in classes ranging from nursery school through the twelfth grade. Those who compose the student body come, for the most part, from a zone within the city of Terre Haute, Indiana, immediately surrounding the school. The college has a contract with the school board of the city of Terre Haute to furnish education for the children of this zone.

The school, though an integral part of the college, in which advanced college students are trained in the practice of organizing, teaching, and managing schools, is affiliated with the city school system. The Laboratory School has the common purpose and aim of all public schools. It also bears a particular responsibility toward the training of teachers for the state of Indiana, and toward its educational system.

The students of our school differ widely in interests, aptitudes, and ambitions. They come from homes differing widely in education, culture, and economic status. Many of our students do not finish school, and less than one-half of our graduates enter college. Of the thirty-two graduates in 1956, twelve, or 37.5% entered college. Of the total number of 519 graduates in the four Terre Haute Public High Schools 194, or 37.38% entered college. The total number of students graduating from the four city schools in 1956 was 48.20% of the number entering the city schools in 1944. The number of students graduating from the Laboratory School was 40.5% of those entering the Laboratory School in 1944. There were thirty-one out of sixty-three entering freshmen in 1952 who dropped out of Laboratory School before graduation; a percentage of 49.20 drop outs.

Criteria For Selecting Industrial Arts Areas

When the function and purpose of the student teacher in our industrial arts program is evaluated, the outcome is an inevitable influence on our curriculum planning.

Each twelve weeks new student teachers are sent to our department. With the help of a critic teacher, they observe, evaluate, organize, and teach a unit in their field. This, of course, is determined by individual interest and limited by the physical facilities available. An improved physical plant therefore, becomes an important objective to strive for. A multiple activity industrial arts shop, one with the greatest possible number of teaching areas available, will benefit both the student teacher and the student by providing them with a greater variey of experiences to better prepare them for the life that lies ahead of them.

In increasing industrial arts facilities, the criteria should be kept in mind:

1. Areas selected should be in keeping with the purposes of industrial arts education.
2. Areas should provide for the development of manipulative abilities and technical knowledge of value for handy-man activities and leisuretime pursuits.
3. Areas should lend themselves to instructional procedures.
4. Areas should be suitable for the maturity (physical, psychological, intellectual)of the students.
5. Areas should meet the needs of the students involved.
6. The cost of equipping and maintaining the area should be in keeping with the objectives of industrial arts.
7. The cost of materials must be within the reach of the students.
8. Areas must stimulate and maintain the interest of the students.

In view of all the foregoing considerations, we make the following curriculum recommendations by grade.

SEVENTH GRADE CRAFTS: 6 week units, 36 weeks.

Familiarization and orientation through a craft-type program. This is the student's first exposure to industrial arts in the Laboratory School. Students are to be restricted to basic hand tool manipulatory experiences. Size of the class will determine the number of areas taught at one time.

Crafts to be included are:

1. Wood Craft
2. Metal Craft
3. Cement Craft
4. Plastic Craft
5. Leather Craft
6. Model Making

EIGHTH GRADE GENERAL SHOP: General, exploratory.

6 areas, 6 weeks each.

This is the student's second consecutive required industrial arts experience. The class is divided into two sections; half in the general metal section, and half in the woods, electricity, and sketching section. Students spend six weeks in each of the six areas over the whole year.

1. Electricity
2. Sketching
3. Woodworking

4. Metal working
   a. Sheet metal & art metal
   b. Foundry
   c. Bench metal and ornamental iron

NINTH GRADE PRACTICAL ARTS:

Proposed for entire ninth grade both boys and girls. Class divided into three sections; art, home making, and home workshop education divisions. Each section will meet for twelve weeks. The industrial arts section will involve manipulative activities pertaining to home workshop, construction, maintainance and repair.

1. Electricity, home maintenance and repair.
2. Woods, furniture
3. Drawing, blueprint reading, design.
4. Metals, soldering, finishing.

TENTH GRADE GENERAL SHOP:

General shop orientation, woods, electricity, drawing, general metals. The courses are basically machine courses, however, students must show skill in the use of hand tools as a prerequisite to machine work.

1. Electricity
2. Mechanical drawing
3. Hand and Machine woodworking
4. Bench and machine metals, including welding
5. Pattern shop
6. Foundry.

ELEVENTH GRADE: Choice of 2 areas, 1 semester each.

Student here may begin specialization, and much consideration will be given to a vocational preference

1. Electricity
2. Mechanical drawing
3. Machine woodworking
4. Machine metals, including welding
5. Pattern shop
6. Foundry.

TWELFTH GRADE: 36 weeks.

Vocational education is the basic consideration given. Advanced work in industrial arts is done with a vocational choice in mind. The student will choose one of the areas available and pursue the course for the entire year.

1. Unit shop.
   a. Electronics (Radio and television)
   b. Architectural and engineering drawing.
   c. Machine woodworking (cabinet making)
   d. Machine metals and welding
   e. Pattern shop
   f. Foundry
2. Diversified Occupations program.
3. Engineering Shop.

Plan Your Play—Play Your Plan

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The aim of the physical education program at the Laboratory School is to create situations which will afford an opportunity for individual and group participation in situations that are physically wholesome, mentally stimulating and satifying, and socially sound.

Some of the objectives of our program are:

1. To promote worthy use of leisure time
2. To build social competence
3. To develop group loyalties
4. To build healthy minds and bodies
5. To learn to enjoy playing and working together

Perhaps the best way to accomplish the four objectives is not to overlook the fifth objective. We found that the boys enjoy the classes most when they help plan their activities and see the purposes of each activity. An important part of our program is the maintaining of a "permissive atmosphere" in which pupils and teachers planning together set the aims, objectives, and scope of our physical education classes.

The curriculum of the school provides for physical education four days a week. Each period is seventy minutes in length. One class period each week is devoted to swimming and one class period is devoted to training in first aid. The other two days of each week are devoted to the activities listed below:

1. Fundamental skills — running, jumping, throwing, etc.
2. Games and sports — basketball, track, badminton, etc.
3. Rhythmic activities — dancing
4. Stunts — tumbling
5. Correctives — posture and cleanliness
6. Recreational — battleball, co-ed classes, etc.

Five main criteria guide our selection of physical education activities. They are:

1. Pupil capacity — will the activity permit all the pupils to participate?
2. Carry-over — does the activity provide values that will be of help to the pupil throughout his lifetime?
3. Purposeful — does the activity help to achieve the aims of the course?
4. Leadership-followership — are opportunities provided to develop good leaders and followers?
5. Feasibility — is this activity one that we and the class can do in the time and space and the facilities available?

Activities are also selected to fit the seasons of the year. The matter of time devoted to each activity is somewhat arbitrary. An effort is made to maintain a balance within the six main groups of activities and to achieve all of the aims and objectives of the program. The approximate amount of time allotted to

each activity in our program is as follows:

FALL	
softball	2 weeks
football (touch)	2 weeks
soccer and/or speedball	2 weeks
WINTER	
volleyball	3 weeks
bowling	1 week
tumbling, stunts, and apparatus work	2 weeks
basketball unit	6 weeks
badminton, ping pong, and shuffleboard	2 weeks
handball (one wall)	1 week
SPRING	
softball	2 weeks
track activities	3 weeks
tennis	1 week
golf	1 week

Ordinarily an activity is not carried on for two or three weeks consecutively. For example, volleyball may be taught and played for one week and then played occasionally during the remainder of the school year. Inclement weather will cause changes in daily schedules. Long winter months in the gymnasium require a variety of activities to keep programs alive and stimulating. We use the following activities to increase the variety in our program:

1. Co-recreational activities — dancing, badminton, volleyball
2. Physical testing — a group of eight tests are used once each semester to help us evaluate our program and to aid in determining the physical condition of our boys
3. Health checks — teeth, eyes, height, weight, cleanliness
4. Combatives — to develop courage and confidence
5. Military drill — to expedite routine and to assist the boys to adjust to military service
6. Games of low organization — battleball, kickball, relays, etc. are used as a "change of pace"

The scope of our physical education program goes beyond the class instruction program outlined above. In addition we provide for a school club program. Provision is made for an intramural athletic program during the lunch hour. Usually we will have an individual program for a boy who is unable to fully participate in a regular class. At present, our inter-school athletic contests include cross country, basketball, baseball, and track.

This program is intended to provide a variety of activities, to promote teacher-pupil planning, and to give those kinds of experiences which will promote the mental and physical health of boys. It is also hoped that boys will be able to participate more widely in many kinds of activities throughout their lives and to enjoy more fully their leisure time.

Chemistry And Physics—One Class

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In evaluating the contributions of science and scientific training to the physical, mental and moral developments of secondary school students, the probability that the great majority of those enrolled will not themselves become professional scientists must be remembered. Much of the efforts of the high school science teacher will be spent in "giving light" to the young people in his classes in terms of attitude, judgment, and an appreciation of the "modern scientific" achievements for improvement in living standards.

It should not be forgotten, however, that the embryonic scientist - the future research specialist and teacher of science in higher education - also listens, watches, learns and works among his fellows in the high school science classes. It is the obligation of the science teacher to challenge the talented science student and to promote his technical experimentation and motivate his individual leadership as well as ensuring the program of the entire class in group mastery of scientific orientation and social implication.

The high school teacher is an interpreter of science, adapting content, sequence, method of investigation, socializing activity, and laboratory procedure to the training of student masses as well as to talented individuals in our American democratic environment. Integrated education, including extracurricular activities, gives opportunity for segregation and encouragement of those science students with career leadership potentials.[1]

Science in the modern sense draws no fine line of demarcation between separate fields of concentration. On the contrary there is a true trend toward intercommunication and integration with relation to professional training of all types, not alone in terms of general education, but within the confine of our schools of physical and biological science.[2] In higher education such courses as physical chemistry, biochemistry, geophysics and other illustrate the crossing of traditional boundry lines in the mutual sharing of skill, knowledge and technique.[3]

If such interplay of the different fields in science is a reality in research and higher education, the same fields could have an interrelationship on the secondary level. Chemistry and physics are two subjects that can be integrated or unified. An analysis of the different areas taught in these subjects will reveal duplication of a considerable amount of subject matter. Such duplication of material does not give the stu-

[1]Coutant, F. "Youth for the Scientific Frontier," **The Educational Focus,** Vol. XXI, No. 2, Oct., 1950.

[2]Faculty of the College of the University of Chicago, **The Ideas and Practice of General Education,** University of Chicago Press, 1950.

[3]Muench, O. B. "Determining Geological Age From Radioactivity." **The Scientific Monthly,** Vol. LXXI, No. 5, November, 1950.

dent planning enrollment in both chemis-try and physics fair value for time devoted to the subjects.

Exploring the duplication of subject content will reveal that almost thirty classroom hours of each subjects are repeated. Such topics as English and metric measurement, density, temperature, pressure, the gas laws, physical states, solutions and effects laws, static charges, ironization, mixtures and many others can be found in nearly every book of chemistry or physics. There should be no valid reason for this unnecessary duplication.

For the smaller secondary school, this results in a waste of time, materials, and opportunity for learning. Many students enroll in both chemistry and physics classes in the smaller schools. Others do not, because only one of these subjects is offered and others do not feel the subjects justify their needs.

Therefore, it would seem feasible to offer chemistry and physics as an integrated course. The advantages of doing this are many, and are presented briefly in terms of potential favorable results.

1. The time gained in classroom hours would be considerable and could be devoted to extending present areas of subject matters on a more advanced level or could be used profitably to coordinate subject matter with life situations.
2. By having a double period for these classes, a greater continuity could be established for the learning situation. Experimentation of a more searching perimentation of a more searching nature could be employed rather than those of "recipe type," which a shorter period encourages.
3. The opportunity for different projects or individual areas of interest would be greater and the teacher could more readily be of assistance to the students in requirements created by individual differences.
4. A better understanding of the difficulities that confront advances in life situations can be had as well as the important role science has in influencing our daily living by recognizing the importance of wise consumation of commodious products.
5. The relationship between chemistry and physics will be more clearly demonstrated to the student to assist in his discovery that the differneces between the two subjects are not so great that they should be treated as separate fields but are really compatible and do much to give a clearer understanding to each other.

The teaching of chemistry and physics as one unified class for a double period as presented in very limited form could be a general improvement to the curriculum of the secondary school. Also, such unification could bring about a greater interest in science for the non-science student and give the science bent student more opportunity to explore the realm of his preferred interests. The science teacher could also find such a class to be more stimulating and challenging than those of separate subjects.

The World's Great Religions And The High School Student

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The high school student who enters a World History class soon becomes aware of the fact that one of the basic needs of man is religion. He finds it interwoven with the story of man from the days of the first ruler mentioned in history, Menes, to the present day when our President embarks upon a new term of office with a prayer. From the time of the ancient Egyptians to his own life time, the student finds that man has constantly been aware of the great mysteries of life; the belief that there is a Force behind them has been evident in the thinking of man throughout the ages.

The student learns that from the earliest times man has committed some strange acts in the name of religion. There was the Egyptian pharaoh who, having trouble remembering the answers to questions the gods would ask of anyone seeking entrance to the after life, solved his problem by having the answers inscribed on the inner edge of his coffin where they could be easily read as he looked up at his inquisitor. Not so much different were the bishops during the Middle Ages who fought lustily, bashing in the heads of their opponents with a club to avoid breaking the commandment against spilling blood. Yet through it all the student also finds that religion was the cohesive force that tied the past to the present. After the fall of Rome the organization of Europe during the Middle Ages was largely religious. Tied in with this political organization were the monasteries and church schools which preserved the learning of the past upon which is founded our Western civilization. Just as Christianity has preserved our heritage from the past, the student finds that the religions of other peoples have done the same for them. As our thoughts and actions are influenced by our religions, so also are the thoughts and actions of our neighbors influenced by theirs.

The faiths of more than half the world's peoples are alien to Western civilization. Most of us possess only a vague knowledge of these beliefs. Much of the information we have concerning them is too often a strange mixture of fact and fiction. In our minds we associate the Jew with Shylock or with the money lenders whom Christ chased from the temple. This frame of mind provides fertile ground for suspicion and before long it becomes predominant. We accept the stories we hear that seem to confirm it and promptly reject and forget incidents that would tend to weaken it.

High School Students Learn about Religions of the World

Each of our students comes to class with such preconceived concepts for each of the world's religions with which he has come into contact. The one exception, of course, is his own religion. This he accepts with a mixture of faith and knowledge. While he has great distrust for any belief but his own, the student accepts the fact that the other beliefs remain significant factors in world affairs and in the class room too. It is an unusual class that does not have at least two different religious beliefs represented by its members.

It was inevitable that in a course which examined the great Crusades inspired by the Popes of the eleventh and twelfth centuries, the sweep of the Mohammedans across North Africa and the Middle East, the religious wars that divided Europe in the sixteenth and seventeenth centuries, a student would propose that the class should examine these and other faiths a little more thoroughly than did the text. This suggestion met with immediate approval by the other members of the class who wondered about the beliefs embraced by some of their classmates.

Now that the question was brought out in the open, the class had to decide which religions it was going to investigate and the methods it would follow. In order to carry on any extensive investigation and not neglect the rest of the course, the group decided to divide into committees and allow these to carry on studies of each religion. When enough information was found for well rounded sketches, each committee was allotted class time to present the fundamentals of the religion selected. In this portrayal students used whatever visual aids and other materials they had been able to obtain with the aid of their teacher. When after discussion it was deemed desirable to follow the report with a visit to a place of that faith, the committee made arrangements for a visit during which the class heard an official of the church explain the principle concepts of his religion.

Each field trip of this kind was preceeded by extensive preparation so that the students understood what they were about to see. Afterwards discussions were held to evaluate the experience and to decide upon the important concepts which separated this religion from others.

The students made their first field trip of this type to a synagogue where they learned that the rabbi was not so much a priest as a teacher. He showed them the symbolism of the Hebrews and explained its meaning. The rabbi's discussion of the history of the Jews and the reason for their belief that Chirst was a great teacher but not a savior was of particular interest. In the question period that followed the rabbi was asked to explain what the word "kosher" meant. This led to a discussion of the food eaten by the Jews and their methods of preparing it. Before the class left it was invited to examine the scrolls upon which the Torah was inscribed and the Ark in which it was kept.

While the class was studying the Reformation, the committee that had been engaged in doing research upon the Roman Catholic faith announced that it was ready to make its presentation to the class and would like to follow it with a visit to one of the Catholic churches. Some of the members of the committee who were of that belief volunteered to make the arrangements. In addition to giving a general knowledge of this religion to the class, the committee discussed the seven sacraments of the Church. The Protestant members described the sacraments of their faiths and compared them with those observed by the Roman Catholics. When the class visited the Catholic church the next day, it was prepared for and understood the reason for the unusual amount of symbolism in this faith. The priest pointed out the Stations of the Cross explaining the meaning of each and discussed the vestments of the clergy. Protestant members of the class were interested in the fact that each garment had a particular symbolism in its history and that many of these were only used for special occasions.

In the discussion period a lively interest in this faith was shown by various members of the class. They expressed a desire to learn more about some of the sacraments of the Church, particularly those of penance and extreme unction. The priest, responding to the interest evidenced by the students, explained the light in which these sacraments were looked upon by Catholics and then went on to discuss the different views held by his church and Protestant churches regarding the sacrament of Communion.

On the following day the class had

a lively discussion concerning the differences they had observed between Judaism and Roman Catholicism. They even found some similarities between the two faiths. Their conversation exhibited a growing awareness of the part played by symbolism in most religions. It was decided that some relied upon it more than others, but it was evident in all the faiths represented by the class.

Since the Anglican church was studied in connection with the Protestant Reformation, the Episcopalian church was selected for the next visit. On the day following the committee report on Protestant churches, one of the other teachers who had made a hobby of church architecture and its symbolism spoke to the class. The visit to the Episcopalian church was of the utmost aid in demonstrating to the class just what the split between that church and the mother church had accomplished. The clergy man explained the view which his church took of the sacraments and spoke of the founding of his church. The class was struck by the many similarities between this and the Catholic church.

In addition to the religions specifically mentioned, the class also studied Mohammedanism, Buddhism, Confucianism, Hinduism and Shintoism. On some of these their material was rather sparse, but it was the best that they could obtain in the time they had to spend. When the unit was completed it was felt that the group had attained an understanding of the strong influence religion has exerted on the history of our nation and upon the the world, of the important role played by religion in contemporary affairs, and in the determination of our personal conduct and moral standards.

It was evident that these experiences of the students more tolerant of religious beliefs other than his own. Many students expressed the opinion that these experiences had led them to gain a more extensive knowledge of their own beliefs. The class found the church officials to be in full support of its wish to learn more about the religious beliefs of other people. Each of them was very cordial and did all that he could to make the visit as informative as possible.

Perhaps one of the most significant concepts gained by the class through its studies of the world's religions was that man is seeking an answer to the mysteries of life and to a way of life. In seeking the truth he finds it in many different faiths.

Room To Spare

(Con't from P. 69)

weather. Only very simple relationships between these could be established during the four days at camp. A more extensive study of each of these areas and their relationships to each other was carried out after returning to classroom living.

Identification of objects brought from camp comprised several science lessons with major emphasis on leaf and rock identification. There were also seeds, insects, egg cases, and cocoons to be properly classified.

Undoubtedly the greatest experience that grew out of the camp was the planning and presentation of a convocation for the whole school. Everyone was interested in our school's camping experience and wanted to see some of the activities which it included. The campers planned the production from beginning to end.

The children decided to show a day in camp with all the important scheduled activities having a place in the production. It began with reveille, included hikes, crafts, campfire, and other activities and ended with taps. Language arts was further developed by the students writing the complete scripts. Planning for each of the scenes was carried out by committees. Each group was responsible for scenery and props that were included in its part of the presentation. Responsibilities were accepted and individual growth was furthered by the convocation experience.

Evaluation

The camp program provided a learning situation for children and teachers alike — a few children of some concern n the classroom environment were favorably affected by the camp atmosphere. They exhibited a real interest in learning and by the end of the second day were assuming duties more cheerfully.

Some of the plans made prior to going to camp had to be revised due to cold weather and to inadequate staffing. It became evident immediately that more help was needed for the preparing of food and that the directors were severely handicapped by having assumed cabin duties. In a few instances the groups were too large to provide the best learning situation. This was directly due to a shortage of counselors. The five dollar fee per child was not adequate. Only because of personal contributions, government surplus foods and donations by local merchants were we able to manage. It was the opinion of all the counselors that an increased fee would result in greater ease and efficiency of operations.

These points are mentioned first because they represent almost literally the only problems encountered during the four day camp.

There was a fine spirit of comradeship existing throughout the period and problems were solved with a minimum of difficulty.

The participation of student teachers from the college was of special value. Other college personnel participated, thereby contributing to the success of the camp.

Education was the chief aim of the program and the activities were planned effectively and received with enthusiasm.

We could not possibly acknowledge all of the people who cooperated to make our camp a success. We feel that in addition to the many actually connected with our own school, we are indebted in a special way to personnel of Television Station WTTV. As a result of the film they made, we have our own sound movie for a permanent record. This film and the many colored slides are available to other schools through the rental service of the Indiana State Teachers College Audio Visual Center.